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AGNES SCOTT

ALUMNAE MAGAZINE SPRING 1986

"We are at war with ignorance and disease, and thirst and hunger. People say behind our backs that we cannot win. All we know is that there can be no losing."

*Mouhoussine Nacro
Burkina Faso, West Africa*



"Global awareness will mean more than mere learning, it will mean global cooperation, going beyond cultural narrowness to mutual sharing and respect—even to love. For Agnes Scott, this is a beginning."

*John Studstill
Director of Global Awareness
Agnes Scott College*



After the Decatur delegation's October visit to Burkina, Agnes Scott welcomed a high-level visit from four Burkinabe educational leaders in February.

Under the auspices of the U.S. Information Agency, these educators from the University of Ouagadougou spent a month touring American educational institutions. They named Agnes Scott College as one of the first three institutions they wished to visit.

Our guests were Dr. Ambroise Zagre, vice rector; Dr. Akry Coulibaly, director of the Institute of Mathematics and Physics; Dr. Moumouni Rambre Ouiminga, director of the School of Medicine and Public Health; and Ms. Maimouna Sanoko, librarian-in-chief. They stayed at the Alumnae House several days while they visited with the campus community.

The 10-year-old University of Ouagadougou is Burkina's first and only university. At first it resembled the French system of education first established by Catholic missionaries. But now, 10 percent of its 5,000 students are women. Of the 200 faculty members, now 60 percent are Burkinabe.

When the Sankara government came to power in 1983, the university drew sharp criticism as a "bastion of elitism," and university leaders set out to prove their worth to a revolutionary government desperate to meet basic human needs in a poverty-stricken economy. Now the university offers a school of medicine and public health, an advanced agricultural research institute, and another institute to train professional clerical and administrative workers.

As Dr. Coulibaly explained, "The faculty has realized the verocity of those attacks and organized seminars on training to give new directions and applications to the needs of the country. For example, in the agricultural



institute, agronomy had not emphasized research until recently. The math and physics departments could not afford to import necessary scientific equipment, so the secondary schools are now making scales, compasses and other items in the classrooms."

At first the five-year-old medical school also resembled European-style programs in Dakar and Senegal, but "We are now tailoring them to meet the needs of the country," said Dr. Ouiminga. "Our primary objective is to train general practitioners and public and community health professionals." Under the old system, doctors were trained abroad, and returned to practice in urban medical centers. Now Burkina stresses health support for rural areas, and medical

school graduates must serve several years in one of these community-built facilities." Another thrust, Dr. Coulibaly noted, is building schools so all children have a chance to learn.

In a formal ceremony one evening, Vice Rector Zagre spoke on behalf of his country: "Thanks, joy, for your support of a people who are struggling for a better life." He described his hopes for Burkina and his boundless appreciation for the friendships at Agnes Scott. "We need cooperation between Agnes Scott and Burkina to improve the lot of Burkina women. Of course it is not easy for us men to share power with the 'weaker sex,'" he said, as the audience laughed. "But no country can develop without having the participation of women, and that's why we attached a lot of significance to mutual understanding and mutual affection.

"We'll tell Burkina people that Decatur people are open-minded to dialogue and have a great heart. I hope that the community of heart and spirit that we share today is symbolic of that community of heart and spirit to which the whole of humanity should aspire."

—Lynn Donham

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Agnes Scott
Alumnae Magazine

AGNES SCOTT

Spring 1986
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Thank you for reprinting my Atlanta Journal article on the U.N. conference and for your editorial comments (*Fall 1985 issue, Page 2*).

Your remarks about Mrs. Roosevelt (one of my heroines) made my point. The fact that delegates to international conferences must "represent the national interests of their countries" doesn't mean that those national interests necessarily conflict with international interests, only that even Mrs. Roosevelt, with all her personal influence, did not operate as a woman at a women's conference but as a U.S. Delegate and chair of the U.N. Commission on Human Rights, addressing her appeal to the General Assembly, not to an ad hoc conference.

As a White House staff member with some liaison duties with the State Department during the period preparatory to the Nairobi Conference, I was astounded at the work simply to prepare an agenda that was acceptable to the 100-plus members. Each government had to coordinate activities of various agencies, which had to agree internally. Each set of such recommendations then had to be reviewed by various U.N. working parties and then worked into a document which was acceptable to all. My position is not against international efforts, simply that efforts made within the mainstream of the U.N. are more fruitful than those which try to represent half the world population as a special interest group.

It is my generation that survived Nazism, established the U.N., and conceived and gave life to a Declaration of Human Rights. I don't know how Dorothy Douglas proposes to achieve and maintain peace (which after all, can come about in many ways). I'd like to ask her, does she propose U.S. unilateral disarmament, unilateral nuclear disarmament? Does she think the U.S. should ever, under any circumstances, go to war?

Eliza King Paschall '38
Atlanta, Ga.

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Managing an embassy residence, caring for three children and meeting the social engagements of a diplomat are all in a day's work for Julia Cole Bouhabib. *By Carey Roberts*

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A Distinctive College

It's impressive to see a girl become a self-possessed young woman. Professor Richard Parry tells why that's an everyday occurrence at Agnes Scott.



Phillips succeeds at second career

When Joe Frank Harris took office as governor of Georgia in January 1983, Gracie Greer Phillips '55 took office with him as the governor's executive assistant for appointments. That's not appointments to see the Governor. That's appointments to serve on the more than 200 state boards and commissions that make up an important part of the executive branch of the state government.

Gov. Harris is a businessman and runs the government like a business, comparing his eight assistants to corporate vice-presidents. Gracie and the others, including one other

woman who serves as press officer, have equal and ready access to the governor.

Gracie is at home with politics and politicians. Her father, John Greer, was secretary to Gov. Ed Rivers and has served in the legislature for many years. Even so, if a career counseling expert chose a resume to exemplify a candidate for Most Likely to Succeed in a top government administrative position, Gracie's would not likely have been at the top of the list.

She doesn't fit any stereotype: over 40, no graduate or professional degree, last paid employment as a sixth-grade teacher in 1957.

The eldest of six, three girls and three boys, she grew up in Lakeland, a small town in southeast Georgia. She graduated in a class of 50 from the local public high school and was the first person from Lakeland to go to Agnes Scott. Why?

"Because my daddy told me that's where I should go," she says. No second thoughts there. Why did Mr. Greer want her to go to Agnes Scott? No second thoughts there either, he says: "I wanted her to have the best. She was a smart girl."

To Gracie, Agnes Scott is the best. "They teach you to think, to recognize problems, to focus on solutions, to organize your work and your thoughts. Coming from a small high school, I really had to work. I studied most of the time." She majored in political science, but she remembers classes with Dr. Catherine Sims, Dr. George Hayes, and Dr. Walter Posey. She squeezed in some time with Blackfriars, but no lead roles. Her major activity was Pi Alpha Phi and debating. "It taught me to be part of a team," she says. "Debating makes you look at both sides of an issue, to be impersonal so you can disagree with someone while still respecting that person's motives. You learn to respect your opponent as an opponent." It also taught her to take a difficult situation and rise above it, she remembers.

"I would get so scared I'd wish I'd get sick so I wouldn't have to get up and

debate. It also taught me to listen. Much of what I do for the governor is listen to people who have good ideas and are interested in helping the state."

With her new bachelor's degree in 1955, Gracie started an executive retail training program but left after two years to marry Barry Phillips, an attorney. One year as a sixth-grade teacher completed her "paid" work experience. Then for 26 years, Gracie had a career familiar to many Agnes Scott graduates: being a homemaker and rearing a daughter and three sons. She did the usual things, PTA, Scouts, social service. Then with her children all over 20, she moved easily into a new career.

An old friend of her husband's wanted him to meet another friend who was going to run for Governor. So Barry and Joe Frank Harris had lunch and started forming a campaign committee. Gracie ended up volunteer fund-raiser and treasurer. She had to get used to thinking big in a hurry.

"We didn't have any paid fund-raisers," she recalls. "Our ad man said we should start with a \$100-a-plate dinner. I was shocked. I didn't think anybody would pay that. It was over-subscribed and a great success. We raised \$4 million."

Not surprisingly, Gracie says she has been lucky. "My daddy always encouraged me, and my husband

has been supportive. Working in the campaign, Governor Harris and I got along. When he asked me to take this job, I was delighted. It's an important job. All these boards and commissions give a lot of people a chance to take part in their government. I'm working for someone whom I respect and trust. We work closely with the legislature, and when I make contact on behalf of the governor, I don't have to worry that he might tell me one thing and give somebody else a different answer. We lobby for his program, and I think we should. I believe in his program."

"But here is a Southern politician, a businessman who prides himself on running the government like a business. Not the governor one might expect to appoint a woman to that job. Why do you think he selected you?" I asked Gracie. "I could ask him, or why don't you ask him?" she replied.

I did just that. "When you build an organization," Gov. Harris said, "you look to surround yourself with people — women or men — with special qualities for specific jobs. [Gender] doesn't have anything to do with it. Gracie had proved herself in the campaign as someone who could accept an obligation and fulfill it, she's thorough, hardworking, dedicated. We work as a team here, and she's a good team member. She likes

people, and she's my friend."

I asked Gov. Harris if he has any advice to other Agnes Scott women who want to have a successful career. "Do what you're comfortable in, and do your best. Your talents are unlimited, and they're going to be recognized if

you're willing to apply yourself and work hard. There's still no substitute for hard work."

Gracie Phillips' career proves that predicting career and career success is still an art, not a science. Every situation is different, but she is proof that a woman over 40 can succeed

in a new career, without a graduate degree, without a lot of paid work experience. Being able to think clearly and organize your work, liking people and doing your best, are skills that transfer from the campus to the home to the office. And it happens in the South.

— Eliza King Paschall '38



Becky Johnson Bisher and brother custom-design locomotives

Seven years ago, when she was a wee lass of 22, Becky Johnson Bisher '78 of Mableton, Ga., and her younger brother went into the business of remanufacturing old diesel-electric railroad switching engines. Now the tired behemoths come to her shop from as far north as Minnesota and as far west as Utah.

For somewhere between \$190,000 and \$300,000,

she will jerk out one of the 1,200-horsepower engines, replace it with a 600-horsepower diesel, slap on 40 tons of ballast and give you back a machine that can push more than 100 railroad cars, each of which weighs more than 100 tons when loaded.

"We are in the business of custom-designing locomotives," she said. "We do all kinds of work, in-

cluding remote-controlled locomotives."

Mrs. Bisher, who is general manager of Chattahoochee Locomotive Company, is a third-generation rail-roader. The sociology major says railroading "kinda gets in your blood."

— Mary Ellen Pettigrew

This article appeared in the May 13, 1984, Atlanta Weekly Magazine.



THE CHARLOTTE OBSERVER

Jackson teaches from life's experiences

Never get in a car with Miriam Jackson '49 and expect to go anywhere directly. Miriam has a passion for side streets, cheap gas, odd shops and offbeat places.

I discovered this the summer of 1980 when we took "Indians for Teachers" at University of North Carolina at Charlotte. We had taught together for two years at Oaklawn Elementary School, and I had no reason to suspect that this motherly, down-to-earth person was anything but the kind, sensible teacher she appeared to be. The fact that she had five children and had celebrated her 25th wedding anniversary added to that impression.

I began to see the real Miriam on our trips to

UNCC. Once, we made a death-defying U-turn in the middle of the highway to visit a place called "The Pot Roast." Miriam signed up for a course in French cookery and I bought a bag of nutmegs. Other side trips included a used jeans sale, visits to a day-old bakery and a sudden, inspired foray into Hickory House for several pounds of barbecue that made a quick dinner for Miriam's large brood.

That was just the tip of the iceberg. At the end of the Indian course, I learned that Miriam had decided to fulfill a longtime dream to work at Woods Hole, Mass., an international center for marine study and summer home to many of the world's famous scientists. A 1949 graduate of Agnes Scott with a major

in science, Miriam had been impressed by her college mentor's description of Woods Hole. Miriam had called Woods Hole earlier in the spring and found the classes fill up a year in advance. In typical Miriam fashion, she persisted, discovered that a science school for children 6 to 16 convened at Woods Hole every summer. She proceeded to get herself hired as a parent helper and field trip driver.

For a month Miriam lived in Woods Hole, alone in an old barn that had been converted into apartments. She audited adult classes, watched scientists at work and drove children on field trips to parts of the island where no one else was allowed. Miriam returned to Woods Hole for three summers.

Back from Woods Hole, Miriam didn't relax. She, husband Mack and children packed the family station wagon and left for a camping trip west.

My picture of Miriam was becoming clearer. The horned-rimmed glasses, the wrap-around skirt, the flat Weejun sandals were all a disguise. Miriam was really Christopher Columbus. As I got to know her better, I discovered that she had taught in Japan a year, visited Mexico, lived in both Denmark and Korea as part of the Friendship Force, toured Europe with her church choir and even fitted in a trip to the Kentucky Derby with a daughter who loves horses.

But how does all this adventuring manifest itself in teaching? How does Christopher Columbus operate in a fourth-grade classroom at Burns Elementary School?

Jenna Waters, a former student, remembers a trip to Old Salem and Miriam's ability to make the past vivid: "We could understand how it was to live back then." She remembers experiments with reflections and "magic tricks with light" when they were studying the sun.

Another student, Chuck Martin, recalls, "She was always sure nobody got in a lotta trouble. She made sure that people didn't hit back. She brought special people to class — Mrs. Goodnight, Mrs. Burkowitz. They talked about how I could keep control of myself. I got four certificates for being good all day."

When Miriam, herself, thinks of good days in her class, she recalls the special visitors. She once asked a blind friend to discuss sightlessness — cooking without burning oneself, dressing by feeling the texture and heat of materials. Another time, she invited a man paralyzed from the neck down to demonstrate how he paints pottery and canvases with a brush held in his mouth.

As Miriam reviews the good things that have gone on in her class, as former students remember their lessons, a pattern in Miriam's teaching begins to emerge.

She is an explorer, a pursuer of much there is to know and see and do and think. But the end result in the classroom has less to do with travel and more to do with the many ways of seeing and experiencing life. Inherent in many of her lessons is a respect for differences, the variousness of life and great possibilities it offers. Miriam yearns to see the Taj Mahal, but loves exploring a shop full of kitchen accessories. She has traveled and lived all over the world, but still, and perhaps because of that, she knows how special it is that Chuck Martin has been good all day for four days straight. — Margaret Claiborne

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Dabbling in real estate becomes full-time job after college

Lori Spencer '85 ran her college housing business out of her bedroom. Nowadays, she looks for property with a chance of going commercial.

When Lori Spencer was in her last year at Agnes Scott she pooled resources with her brothers, Todd and Craig, for a down payment on a house for the three of them to share. Each contributed about \$2,000 from savings and small legacies from their mother, who died two years earlier.

Once they moved in, they quickly saw the potential for profit in student housing. So, they sought their father's backing to buy five other houses, most of them near Emory, where Todd is in medical school. They began renting rooms to students and plowing the profits back into the purchase of other properties. Todd and Craig, a first-year law student at Georgia State, are responsible for upkeep; Lori is in charge of purchasing new properties and renting out

the old.

She has tried to purchase houses in areas that are likely to go commercial within a few years to maximize their resale potential. "We're not trying to make big bucks now," she says. "We're just trying to cover our costs and have money left over for maintenance. But one day it should pay off." — Ginny Carroll

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MIAMI HAZEL THE WISCONSIN

One Tough Job

Representing Lebanon is a complex and delicate task for Julia Bouhabib and her ambassador husband.

By Carey Roberts '57

Carey Roberts is co-author with Rebecca Seely of *Tidewater Dynasty* (Harcourt, Brace, Janovich), a biographical novel of the Lees of Stratford Hall. She lives in Potomac, Md., with her husband and four children.

She is the mistress of an embassy home with a household staff of five. She and her husband entertain or attend social engagements in the District almost every night of the week, and that's not to mention her own schedule of morning coffees, luncheons and afternoon teas. But what may seem to be a fairy-tale life carries its own particular kind of responsibilities. And no one is more aware than Julia Cole Bouhabib '72, wife of the Ambassador of Lebanon to the United States, of the opportunities and the importance of her role.

"Serving in the diplomatic arena, particularly in Washington, D.C., involves teamwork for husbands and wives," says Julie in her serene, soft-spoken way. "In this city, more so than any other capital in the world, social life is business. Ambassadors, administration leaders, state department officials, members of Congress and high-level Pentagon officers do a lot of connecting at social events. It is in the social milieu that impressions are made, information is exchanged, and business informally conducted.

Wives of diplomats play an integral part in the constant stream of dinner parties, balls and benefits in Washington that require planning and organization, she says. For the most part, they arrange these events, explains Julie, "through their graciousness and hospitality, they and their husbands represent their countries." But not without some sacrifices.

"I have seen diplomatic wives arrive in Washington having left careers of their own in their native countries. Perhaps these women were doctors or professors or lawyers. But they soon learn that if they want to see their husbands do a good job in Washington, diplomatic service will be a full-time job for them also. As far as I can see, they all do it beautifully."

Political life is still relatively new

to Julie. In January 1983 her husband, Abdallah R. Bouhabib, was appointed ambassador to the United States. In June of that year, the Bouhabibs moved into the stately, white-stucco Lebanese embassy in Washington's affluent northwest section.

"In the first week," recalls Julie, "we held two large parties, and I still wasn't even sure where all the forks were. I remember one terrible afternoon when I misplaced the key to the wine cellar and found it only a few minutes before the guests arrived." She managed to find a fine Lebanese cook in Washington who not only helped with those first parties but soon became a permanent part of her staff, along with two drivers and two housekeepers who also help with the Bouhabib's three children.

Her days go by in a curious blend of public and private life. Julie voiced concern for her children who, she admits, had some real adjustments to make to diplomatic life. The Bouhabibs were living a quiet suburban life in Potomac, Md., when economist Abdallah Bouhabib was appointed to the ambassadorship. Julie was a full-time mother. "There are two worlds in Washington," says Julie, "one is normal life, such as in any city. The other is the diplomatic world. It is a drastic change for a young family to make."

Now, the 9-year-old twins and their 5-year-old sister are chauffeured to the French International School. There, they are taught one day in French, the next day in English. They have a special motivation to be bilingual since all of their Lebanese family speaks French. At three when they return from school they have their big meal of the day, and Julie sets aside time to be involved in their after-school activities. The whole family is often together for a short time late in the afternoon, but there are few casual, relaxed family meals.

"The first year was very hard on the children, especially the baby,



The Bouhabibs: Julia, Abdallah, 5-year-old Nada, and the 9-year-old twins, Amal (left) and Amin.



Julia Cole Bouhabib

who was only 3," Julie remembers. "I didn't know then which invitations I could refuse and which I should accept, so I accepted everything. The second year I did much better, and they see much more of me again." She says she does not worry unduly about her children's safety but takes the necessary precautions: Someone is always with the children.

"The children," she adds, "have given us some of our funnier diplomatic moments." When President Gemayel and his wife visited the United States in the summer of '83, the Bouhabibs were just settled into the embassy. "We held a very formal state dinner here at the embassy and had the children, dressed in their very best, brought down during the reception hour to meet the president. The trouble was they weren't used to being introduced and then sent away — they wouldn't leave!" She finally got them upstairs, but then, "when we were all seated in the dining room, black tie, evening dresses, all very elegant — here they were again, in their pajamas, to say good-night!"

"Since the Lebanese chancery backs onto the embassy grounds, my husband often brings guests home for lunch. One of the responsibilities of an ambassador's wife is to make certain the embassy is always ready for company, that food and drink are plentiful — and that the ambassador's wife looks presentable! It may sound as though I have a lot of help in doing that, but the truth is I am extremely busy," points out Julie. As busy as any executive, she schedules her own appointments and manages five staff members, three children and an aging house. "For example, I am required to have three estimates for any household repair and this house was built as a private residence in the '40s — there is always something that needs doing!"

She has recently redecorated the embassy's main rooms in soft shades of aquamarine highlighted with deep

crimson silk. Private donations provided the funds. The rooms display paintings by Lebanese artists, including colorful landscapes. The collection of silver-framed pictures on the baby grand piano includes one of Lebanese President Amin Gemayal and Ambassador Abdallah Bouhabib at a 1983 meeting with President Reagan at the White House. Another pictures Abdallah, Julie and their three children, and there is also a picture of Julie laughing with Nancy Reagan.

While seeing that her children have a happy secure childhood is an important private concern for Julie, her overriding public concern is to help her husband represent Lebanon to the United States government and to the officials of other governments in Washington. To gain poise and to prepare herself for limelight occasions, Julie Bouhabib recently completed a public speaking course offered through the Capitol Speakers Club. "I haven't been called on to give a speech yet," she laughs, "but I think I am ready now."

For the past decade this small country has been torn by constant war. . . brutal internal struggles.

Representing Lebanon is a complex and delicate task since Lebanon is a nation in a perpetual state of crisis. An ancient land with a history that can be documented to 5000 B.C., Lebanon is a rugged mountainous country with 130 miles of coastline along the Mediterranean. Lebanon's famous seaport cities — Byblos, Sidon and Tyre — served as important trade centers in the time of the Phoenicians. Its people are farmers and traders; there is little to export.

Like Syria, its powerful neighbor to the north and east, Lebanon was

part of the Ottoman empire from the 1500s until 1918 when this land fell under French mandate. In 1943, Lebanon became a fully independent republic with a written constitution based on the classical separation of powers — a president, a single chamber elected by universal adult suffrage which includes educated women, and an independent judiciary.

Lebanon's political life depends on a peculiar religious balance. Under an unwritten national covenant (the National Pact), deputies to the chamber are elected according to the confessional distribution of the population so that each Christian or Moslem sect has representatives in proportion to its size. The president is always a Maronite Christian, the prime minister a Sunni Moslem, and the speaker of the chamber, a Shia Moslem.

For the past decade, this small country only four-fifths the size of Connecticut, has been torn by constant war, its cities and countryside the setting for brutal internal struggles for power between Moslems and Christians and regional wars between Israelis, Syrians, Palestinians, and others such as Libyans and Iranians. Christians make up almost half the population and have dominated national affairs since 1943; however, Lebanon is an Arab country, a member of the Arab League, and the struggle to obtain national dominance between varying Moslem sects is fierce.

It is a problem complicated by external forces.

In the 1940s, Lebanon accepted into its borders some 250,000 Palestinian refugees. Since the 1967 Arab-Israeli war, the armed Palestinian resistance fighters have collided with Israel to the south, producing a continuous state of war in Southern Lebanon and the border country. Israeli invasion and occupation of Southern Lebanon followed and the eventual intervention by U.S. forces

as well as the Arab Deterrent Force and U.N. peacekeeping forces. Israel's decision to withdraw, however, created power vacuums that Christians and Moslems are battling to fill with the aid of Lebanon's powerful neighboring countries, who have vested interests in seeing that the "right" faction eventually takes control.

"It may seem that the struggles in Lebanon are religious," says Julie, "but the real struggle is for regional supremacy." Lebanon is unquestionably a vital piece in the mid-East land puzzle.

In September 1982, Amin Gemayel was elected president of the Republic. He is the son of the late Sheik Pierre Gemayel who founded the Phalange party and the brother of Bashir Gemayel, who, before his assassination was the leader of the Lebanese forces. Amin Gemayel is, of course, a Maronite Christian. (Maronites are Christians affiliated with the Roman Catholic Church. They inhabited Lebanon before the Moslems invaded in the 7th century.)

To select someone to fill the sensitive position of ambassador to the United States, the newly elected president turned to his Maronite Christian friend and political supporter, 41-year-old Abdallah Bouhabib, then a senior loan officer with the World Bank.

Ambassador Abdallah Bouhabib was born and reared in a small mountain town called Roumieh some 10 miles northeast of Beirut. He was educated in Arabic and English by British Quakers and received his B.A. from the American University of Beirut and his Ph.D. in economics from Vanderbilt University in Nashville, Tenn.

It was at Vanderbilt in the fall of 1970 that he met Julia Cole, a recent transfer student from Agnes Scott. "A blind date for homecoming weekend arranged by a mutual friend,"

recalls Julie. "I liked Abdallah immediately because he seemed to be interested in bigger things than just college life. He was then and still is a dynamic man who always sees the big picture. At first, we were just friends. I remember our sitting under a tree on the Vanderbilt campus that fall wondering where we would each be in 10 years. We didn't imagine that we would be together."

At that time, Julie had in mind a career in microbiology and medical research. It was the only reason she had transferred from Agnes Scott. "I had been very happy at Agnes Scott," she says. "I loved the closeness of the girls and the personal involvement with professors. I was a biology major and was influenced strongly by Josephine Bridgeman. Dr. Margaret Pepperdene, my English professor,

taught me how to think creatively. Those were really happy years for me. The transfer was made simply because I needed a college closely related to a medical facility."

"The Lebanese people are highly literate and very compassionate. They are suffering badly."

After her graduation, Julie worked for several years in the department of pharmacology and biochemistry at Vanderbilt. In June 1974, she married Abdallah Bouhabib. "There were no cultural adjustments to make in our marriage," she says, "I grew up in a family-oriented, conservative environment in Aiken, S.C., and the Lebanese are just that — family-

oriented, warm, generous. Of course, I have learned to cook Lebanese dishes — which are complicated, but delicious — made with lots of onions, garlic, cracked wheat, parsley, olive oil. Tasty and very nutritious. And, I have learned to speak some Arabic so that I can talk with my mother-in-law about the children."

Julie is devoted to her adopted country. "In spite of a decade of war, Lebanon remains a beautiful country with white walled, red-roofed villages that make one think of Italy. Its summers are long and rainless.

"The Lebanese people are highly literate and very compassionate," she explains. "They are suffering badly; the currency is weak and economic conditions are critical. My husband and I are, of course, strong supporters of Amin Gemayel's government. We believe in Gemayel. He wants to rid the country of outside influences, to make all Lebanese feel represented in the government. Lebanon for the Lebanese! That is what Amin Gemayel believes in. Nothing else comes first."

Julie Cole Bouhabib has no idea how long she and her husband will be in Washington. Her focus now is on raising her children and being a partner with her husband in representing Lebanon.

A gracious diplomat in her own right, she is quick to express her admiration for the American State Department officers and their wives with whom she and her husband work so closely. "The top officials and the professionals here in Washington — the 'desk people' who stay current on Lebanon and the affairs of the mid-East — as well as the State Department's Office of Protocol, are there to ease every social situation. These are marvelous people," she says with sincerity. "I don't think everyone realizes it. These are wonderful representatives of America, the best this country has to offer." ♦



ERIC PUGGENSE/JPL

Quest For Curriculum

When a faculty decides to change a curriculum, almost instinctively they realize that they are striking at the heart of that which each of them values most.

By Ellen Wood Hall '67
Dean of the College

Change. "Everything seems to be changing so fast." We hear those words rather often on the Agnes Scott campus these days. That is not to say that "things" are not different in one way or another. The buildings are being transformed. There are new faces on campus among the wonderful familiar ones. And yes, the calendar will be different next year. The semester calendar will provide students and faculty with two long periods of time rather than three short periods to work together on that extraordinary and slightly mystical activity known as the teaching-learning process. I believe they will discover that, even though they are busy, they will feel more relaxed under the semester system. Furthermore, freshmen (as well as those of the other classes who choose to do so) who begin their study for their degree this fall will do so under a new scheme of basic requirements designed to assure their competence in basic skills, their exposure to a choice of broad areas of subject matter, and their expertise in a chosen major.

As a relative newcomer to the Agnes Scott community, even though I experienced Agnes Scott as a student nearly 20 years ago, I find that numerous thoughts crowd my mind as I contemplate how to give other alumnae and friends of the College my impressions of how we at the College—faculty, administrators, and trustees—view changes already underway and those planned in the academic program. I am immediately reminded of an adage in French, “Plus ça change, plus c’est la même chose.” Roughly translated, the saying suggests, “the more things change, the more they stay the same.” The French person who coined this adage had, I believe, a healthy sense of Gallic cynicism.

As applied to Agnes Scott, however, this proverb assumes a decidedly positive tone. All of us involved with the various changes are committed to preserve the institution, to offer the best liberal education for women “under auspices distinctly favorable to the maintenance of the faith and the practice of the Christian religion.” However, a college must be a function of its time and its place in order to offer the best possible education to its current students. It is inevitable that Agnes Scott will change, but those changes will be designed around the constant center.

Important to the process was the spirit in which the Steering Committee decided to work.

A few other thoughts from my perspective are in order before I recount the process we have gone through since Jan. 4, 1985. In early 1984 I became a candidate for dean of the college; I remember being rather surprised that the curriculum and academic program which I had

taken as a student in 1963-67 were much as I remembered them. Though pleased to see continuity, I wondered how the faculty had regarded the academic program during that time. I learned that new ideas were indeed being considered.

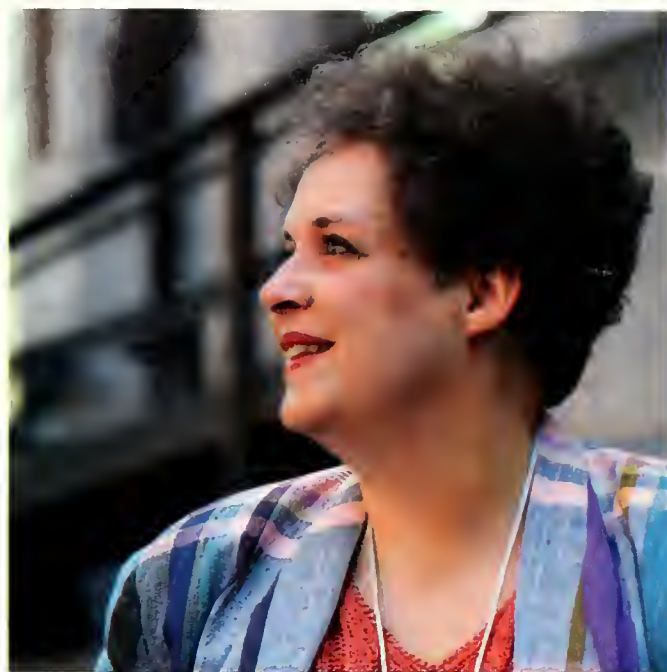
As part of the 1982-84 self-study and evaluation process which led to reaccreditation by the Southern Association of Colleges and Schools, the visiting team determined that Agnes Scott needed a solid academic plan. Furthermore, the faculty had planned to vote in October 1984 on whether to change to the semester system. The vote was actually taken Jan. 4, 1985. At that time, the faculty voted overwhelmingly (41-18) to recommend to the president “that the College adopt, beginning in the academic year 1986-87, the early semester variable hour calendar.”

President Schmidt accepted the recommendation immediately, and a new opportunity presented itself. The faculty realized that they could use this change to review and renew

the curriculum, a clear first step toward the needed academic plan.

The faculty’s process to convert to a new calendar and to a new system of basic curricular requirements began with the recommendation by the Faculty Executive Committee that the president establish the Ad Hoc Semester System Steering Committee. The president acted upon this recommendation and the faculty members of the Semester System Steering Committee were elected by the faculty on Feb. 8, 1985. On Nov. 8, 1985, the faculty voted to put in place a new curriculum of basic requirements. The rigorous and carefully wrought process, completed within only eight months, is a credit to the Agnes Scott faculty. Most faculties take between two and five years to complete a review and to institute curricular revisions.

The Semester System Steering Committee members were Professors



Dean Ellen Wood Hall '67

David Behan, philosophy (Chair); Penelope Campbell, history; Kwai Chang, Bible and religion; Katharine Kennedy, history; and Patricia Pinka, English. Ex-officio members of the committee were Ellen W. Hall, dean of the College, and the president of the Student Government Association. During the spring of 1985, Professor Chang requested, for health reasons, that he be relieved of his duties. Professor Harry Wistrand, biology, took his place. At the end of the academic year, Professors Campbell and Pinka left the committee and were replaced in the fall by Professors Art Bowling, physics, and Miriam Drucker, psychology.

Each of the faculty members of the Semester System Steering Committee, except the chair, in turn chaired a sub-committee which was to deal with a specific part of the transition: recommendations to the faculty about distribution requirements and curricular coherence; graduation requirements, major and departmental requirements; recommendations to the administration on the semester calendar and the daily schedule; and faculty workload.

One of the most important aspects of the process was the spirit in which the Steering Committee decided to work from the outset. Agreeing to keep the purpose of the College foremost in our minds, we considered the educational program as a whole rather than piecemeal.

With the calendar change faculty recognized an opportunity to evaluate the academic program.

It was important to balance our thinking between this opportunity to review and to change and the appreciation of our traditional strengths. We saw this as a continuing process and

wanted frequent consultation among faculty, and between students and faculty, since we would all be affected by the changes. We acknowledged choice as an essential element in liberal education. We regarded faculty advising as a way to guide choice, rather than to enforce rules.

We began Feb. 15, 1985; subcommittees tackled many tasks simultaneously. Our first goal was to structure the early semester calendar for 1986-87. The subcommittee made the recommendation to the president and the calendar was in place by March 1985. The pattern for this calendar, the most prevalent academic calendar in the United States, is to begin classes in late August and to complete examinations before the Christmas holidays. Classes begin again just after the middle of January; graduation takes place in mid-May.

As mentioned above, the faculty took another bold step, one which is often deferred when a college changes its calendar. More often than not, a college will decide merely to map its existing academic program onto a new calendar, and to defer more substantive curricular changes until a later time. In early discussions the faculty had recognized that changing to the semester calendar presented an opportunity to evaluate the academic program. The faculty soon agreed that some changes were in order.

The subcommittee in charge, and the Steering Committee in turn, began to look at the system of requirements designated as "distribution requirements" in the 1983-85 catalog. Those requirements were already in line with the curriculum restorations occurring nationally. An article in *The New York Times* on March 10, 1985, titled "Wave of Curriculum Change Sweeping American Colleges," discussed the national "back to basics" movement,

the restoration of "distribution requirements," and "themes in curriculum." Agnes Scott faculty and administrators attended national meetings in the spring of 1985 to discuss reports by the American Association of Colleges, the National Institute of Education and the National Endowment for the Humanities which decried the state of academic programs nationally. Agnes Scott did not need to "go back" to basics. We'd never left. We had a different task.

I believe today's student takes possession of her education and her life so as to reach her potential.

Our faculty wanted to refocus the requirements to serve the Agnes Scott student living in today's national climate. In both their advising and their teaching capacities, faculty noticed that students voiced more than the usual number of complaints about "getting the requirements out of the way." Limited choices in their first two years disgruntled students. If a student entered the College without advanced standing in one or more subjects, nearly half of her first two years' program was required.

Agnes Scott students, as a group, have maintained certain basic characteristics over the years. They are bright and conscientious. They are ready to assume responsibility, and they want to think independently. They have enormous potential. I was heartened both in my interview, and as I have worked here, to discover that in this respect, things are indeed the same.

I would argue that today, since there are more choices for women's lives, and since the information glut

of the media often presents conflicting views on life's goals, educators have a special responsibility to help students learn to choose. The national press on higher education devotes much coverage to the rationale for and the methodology of teaching critical thinking. But I believe we need to go a step further at Agnes Scott.

From earliest times, our catalogs have emphasized the importance of students' own choice in their academic programs. We must continue the tradition. From the day they choose Agnes Scott, students need opportunities to choose how Agnes Scott will educate them. We must give them tools with which to work, we must introduce them to broad areas of knowledge, and we must teach them how to delve deeply into at least one field. We must also give them strong and thoughtful guidance in making their own choices within these broad parameters. In this way, I believe, today's student takes possession of her education and her life in a way which will enable her to reach her potential.

The semester committees and the faculty approached changes in the requirements in this spirit. An overhaul of the entire system of requirements was not necessary, but reconceptualization seemed to be.

The committee first addressed the conceptualization of categories. They settled upon three standards for the new set of requirements: **Specific**, **Distributional** and **Depth**. The **Specific Standards** insure a student's competence in specific skills necessary to prepare her to have a successful college career. **Distributional Standards** introduce a student to the ways of

thinking and to the subject matter of broad areas of human inquiry. The purpose here is introduction to rather than coverage of a subject area. A student satisfies these standards by completing courses designated to the distributional areas. Through the **Depth Standard**, a student develops a command of a particular subject matter by completing a major program.

How does a faculty proceed to change a curriculum? How do nearly 70 very intelligent, highly educated, independent persons reach consensus on a basic curriculum for an institution? After all, they were appointed to teach here because of their expertise in specific subjects which they hold dear. When a faculty decides to change a curriculum, almost instinctively they realize that they are striking at the heart of that which each of them values most. And, as in high quality institutions nationally, Agnes Scott trustees delegate the responsibility for the curriculum to the faculty. The faculty, under the authority of the board, holds the curriculum in trust, just as the trustees hold the institution in trust.

The faculty process is dialectical. Discussion and argumentation, often heated, are pivotal. There was lively discussion leading to the establishment of the pattern of specific and distributional standards. This pattern set the framework for the basic components. The components involve specific departments and actual courses which are especially dear to faculty hearts. Although all faculty agreed that students need to acquire a balanced introduction to Agnes Scott's program of study, their opinions varied on what constitutes balance.

Throughout the spring of 1985, the Semester System Steering Committee made suggestions and presented proposals to the faculty. They were discussed throughout April and May at faculty meetings; straw ballots were taken to discover clear faculty mandates. Finally, at the June 1, 1985, faculty meeting (the last of the academic year), the Semester System Steering Committee moved that the faculty adopt a "compromise, skeletal curriculum structure as the first building block of a curriculum which will continue to be developed throughout



Associate Professor of Art Terry McGehee, left, and Carolyn Conley '85 discuss figure-drawing technique in a life-study charcoal rendering.

the fall and winter quarters of 1985-86." It also moved that the faculty continue to consider certain "important issues during the first two quarters of 1985-86 and that as a result of these discussions, additions and modifications be made to the skeletal curriculum...."

The June 1 skeletal curriculum established that, unless exempted, students must complete specific standards as follows: two semester courses in English composition and reading, one semester course in mathematics, the intermediate level of a foreign language, and two semester courses in physical education. The *distributional* standards were in the humanities and fine arts: one semester course in literature in the language of its composition, one semester course in historical studies, one semester course in religious and philosophical thought, and one semester course in fine arts. In natural science, one semester course with

Faculty put student and college concerns before their own ardent desires to teach their subject.

a laboratory section is required, and in social science, the requirement is one semester course. Although this general pattern of requirements had significance, June 1 curriculum was not the final version.

Eleven issues were left open for further planning:

1. The following issues regarding physical education:
 - a. The amount of credit earned by one physical education course
 - b. Whether grades in physical education will be calculated in a student's grade point average
 - c. The number of semester-hour credits earned in physical education which will apply toward the

total number of semester-hours required for graduation

2. Whether there should be a specific biblical literature standard, a specific religion standard, or a distributional standard in these areas
3. Whether the specific standard in foreign languages may be satisfied by languages not offered at Agnes Scott
4. Whether the study of computers should be included in the specific and distributional standards
5. Whether there should be a specific or distributional standard in some aspect of world cultures or participation in an organized overseas program
6. Whether the study of women should play a role in the specific and distributional standards
7. Whether the graduation requirement should be above or below 120 semester hours
8. Whether credit hours per course should be equivalent to contact hours, and the number of credit hours to be offered for most courses in the semester system
9. Who decides how and which courses are to be designated for standards and exemptions
10. Whether there should be exemptions for distributional standards
11. Whether there should be two semester courses of laboratory science in the distributional standards.

I would like to make several observations regarding the June 1, 1985, faculty actions. First, the actions demonstrated that in a very short time, the Semester System Steering Committee and the faculty had made much progress. Second, the faculty had established a clear pattern of components for the specific and distributional standards. Third, faculty wisdom determined that certain issues pertaining to the academic program were too important to be settled even in a period of two or three months. Most significant to someone who sits in my posi-

tion, that delicate and fragile phenomenon essential to the well-being of a liberal arts college was much in evidence—the faculty had joined together in a process of institutional thinking. They were thinking across departmental lines, putting student and college concerns before their own ardent desires to teach the subject matter so important in their professional lives.

In only eight months, the faculty had reached a consensus on a pattern of requirements for students.

In the summer of 1985, at the request of Chair of the Board of Trustees Larry Gellerstedt, President Schmidt and I met with the executive committee of the Board of Trustees to report on progress in moving to the semester system and on the semester curriculum.

Last September, on their return, the faculty faced a number of difficult issues. The dialectic continued. In June, the faculty had decided to require one semester course in all of the distributional areas, and to give students a limited choice of subjects with a large number of courses within those areas. But after the summer, the faculty began to weigh the old set of heavier requirements against the new, fragile coalition of required skill areas and introductions to subject areas. In the Oct. 4 faculty meeting motions passed to alter the June 1 curriculum by increasing the laboratory science requirement, reinstating the biblical literature requirement, and doubling the physical education requirement.

At the regular meeting of the Academic Affairs Committee of the Board of Trustees on Oct. 11, 1985, I reported the shift from the June 1



Marilyn Darling, associate professor of physical education, and Andrea Morris '86 of Jacksonville, Florida, rehearse in the Bucher Scott Gymnasium Dance Studio.

curriculum as well as the great sense of unease I perceived in the faculty. But the momentum of institutional thinking recovered after the Oct. 4 faculty meeting.

After more discussion and readjustments before and during the faculty meeting on Nov. 8, the faculty passed by a vote of 58 to 7 the curriculum detailed here. In only eight months (although months which seemed endless to some), the faculty had reached consensus on a pattern of requirements for students.

The semester curriculum approved by the faculty on Nov. 8, 1985, is as follows:

To insure the quality of the Agnes Scott degree, three standards must be satisfied.

1. Specific Standards
2. Distributional Standards
3. Depth Standards

1. The purpose of the **Specific Standards** is to insure a student's competence in specific skills.

2. The purpose of the **Distributional Standards** is to introduce a student to the ways of thinking and to the subject matter of broad areas of human inquiry. A student satisfies these standards by completing courses designated to the respective areas.

3. The purpose of the **Depth Standards** is to develop a student's command of a particular subject matter by completion of a major program.

Specific Standards

Unless exempted, a student must satisfy the following standards.

1. Two semester courses in English composition and reading
2. The intermediate level of a foreign language
3. Four semester courses in physical education

Distributional Standards

Unless exempted, a student must satisfy the following standards.

1. Humanities and fine arts
 - a. Literature: one semester course in the language of its composition
 - b. Religious and philosophical thought: one semester course
 - c. Historical studies and class-

3. Social sciences: one semester course

Credit received in satisfying Specific Standards may apply to Depth Standards but not to Distributional Standards. Credit received in satisfying Distributional Standards may apply to Depth Standards but not to Specific Standards.

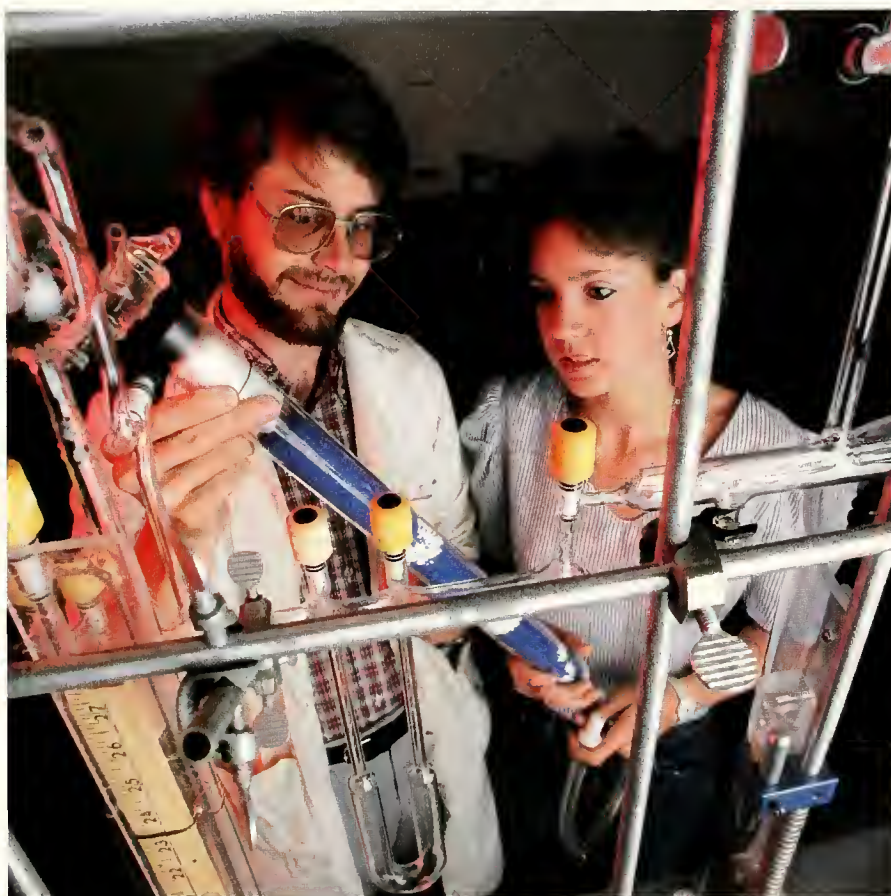
The subject which has touched the strongest sentiments in members of the College community, including trustees, administrators, faculty, and students, has been the faculty decision to incorporate the study of biblical literature into the semester system standards in a new way. In the new curriculum, taking a specific course in biblical literature will be a matter of student choice and faculty advising, rather than a specific requirement.

Discussion of a change in the requirement is not new. The biblical

We'll continue the effort to demonstrate through the College's program ASC's unique mission and nature.

literature requirement has been a subject of discussion in recent Agnes Scott history. In 1972, an element of choice for students was introduced into the requirement. Since that time, students have had the option of taking a five quarter hour course to fulfill the requirement or a nine quarter hour course which extended throughout the academic year.

On Nov. 26, 1985, the Committee on Academic Affairs of the Board of Trustees met to discuss changes to the curriculum approved on Nov. 8, 1985, by the faculty. Although trustees looked at the entire process of curricular change, much of the discussion involved the new system of standards calling for a single semester course in religious and philosophical



Assistant Professor of Chemistry Leon Venable and Cathleen Fox '85 of Atlanta, work in the Campbell Hall chemistry lab on vacuum line equipment for inert atmosphere experiments.

- ical civilization: one semester course
- d. Fine arts: one semester course
2. Natural science and mathematics
 - a. Mathematics: one semester course.
 - b. Natural science: one semester course which includes a laboratory section

thought rather than a specific requirement in biblical literature. Students may elect to take biblical literature to fulfill the distributional area of religious and philosophical thought. Some trustees and faculty asked if the departure from a specific biblical literature requirement for all students involved policy issues broader than just the curriculum. Others said the Christian orientation so important to the Agnes Scott education should not depend on a single course but should be experienced by Agnes Scott students in a variety of ways.

During meetings in January and February 1986, trustees, faculty, and administrators continued to discuss the curriculum and how biblical literature should be included within it. Trustees understood that the faculty designed the system of standards as a delicate integrated whole, constructed to avoid an unwieldy structure, and to increase informed student choice. Faculty see a reinvigoration of the College's mission in the curriculum by increasing the opportunities for students to find their own values, which is consistent with Christian development and with Agnes Scott's historical mission. Trustees believe that their responsibility is to ensure that the academic program reflects the purpose of the College. They expressed concerns that to alter the requirements so that biblical literature would no longer be a specific requirement may be interpreted as a basic change in the nature of the College, a change potentially disturbing to alumnae and friends.

On Feb. 21, 1986, trustees invited the Semester System Steering Committee and the Faculty Executive Committee (the official liaison committee with the board) to meet with them. They resolved to continue trustee-faculty discussions on the

curriculum and its relationship to the College's purpose. This provides a continuing opportunity for faculty and trustees to share and carefully consider mutual concerns. During this time of discussions, the new curriculum will remain in place. All of us will "continue the effort to demonstrate through the College's program the unique mission and nature of Agnes Scott College."

At the conclusion of Phase I in our rethinking the academic program, and of what has been a grueling but ultimately satisfying process, I am proud to be part of Agnes Scott today. I have marveled at the remarkable leadership abilities of David Behan, chair of the Semester System Steering Committee; of Harry Wistrand, chair of the Curriculum Committee; of Susan Phillips, my ASC classmate and chair of the Academic Affairs Committee of the Board of Trustees; of Larry Gellerstedt, chair of the Board of Trustees; and of Ruth Schmidt, president of Agnes Scott. I have wished to be as eloquent as trustees Harriet King, Suzella Burns Newsome, J. Davison Philips, Horace Sibley, and others in verbalizing the delicate relationships among the parts which make the whole Agnes Scott. I have been gratified by the courage and perseverance of the members of the Semester System Steering Committee who have spent untold hours constructing a system of requirements which will meet students' needs. All the trustees, faculty, and administrators of this College are working in extraordinary ways for this institution. Agnes Scott is in good hands, many good hands. We must move on to the next phases of our rethinking. We have not yet had time to address a number of the issues on our list of 11. Academic program development is an ever dynamic, continuing process. It is what keeps an academic institution alive. We are alive, and very well. ♦

Continued from page 3

[On] Easter 1957 the ASC-YWCA social service committee organized an Easter egg hunt for the local day-care nursery. The children were to arrive within a half hour. All the eggs were carefully hidden in a section of the campus front yard. Then someone came to tell us that we had to hide the eggs in the back yard because there was a danger that a member of the Board of Directors [Trustees] might happen by and see the children. That could cause problems because the group was integrated.

When the Fall '86 magazine came yesterday and I saw the picture of a white woman with a black child on her lap, I sat down and cried. Twenty-eight years ago it had been a shattering experience for me to discover that I was part of an institution that called itself Christian and believed in discrimination. I am thankful so much has changed.

Cynthia Grant '60
Rotterdam, Netherlands

I was grateful to see Peter Goldman's story about Dorothy Douglas and her father reprinted in the *Alumnae Magazine* ("Forty Years On," Fall 1985, Page 10). As an associate member of the Physicians for Social Responsibility I, too, have felt compelled to take action against this costly and dangerous nuclear arms race.

My optimism for the survival of this planet increases greatly when I read of concerned individuals like Dorothy Douglas who cherish life enough to want to make a difference.

Sandra Saseen '77
Alexandria, Va.

The editors of the Alumnae Magazine encourage you to send us your comments. Respond to a story, call attention to an oversight, raise a question or offer an idea. Letters selected for publication are subject to condensation. They must be no more than 200 words and must be signed.

Burkina Faso & Agnes Scott

The Global Awareness program connects the College
with a country poor in resources and rich in love.

By Gary Gunderson and Lynn Donham



*These are the medical supplies for the
Bousse clinic which serves 90,000 people
in rural Burkina Faso.*

*Photos by Gary Gunderson and
John Studstill.*



Toward the end of a sleepy presidential election in 1984, the Western media "discovered" the African famine. A BBC crew brought back jarring footage of widespread starvation, and suddenly hunger was in our living rooms, facing us at dinner each evening. We had to *do* something.

The celebrated relief efforts followed and so did more TV crews. Those for whom the drought was not news wondered what would happen when media interest waned. Would public interest fade, too?

Not in Decatur. Here, and at Agnes Scott, the network coverage and a local TV crew's visit to Burkina Faso (Upper Volta) triggered the start of a sister-city relationship with two Burkina communities.

Building on a six-year Burkina-University of Georgia project and a link with SEEDS (a Decatur-based magazine and hunger education ministry), Agnes Scott joined Decatur Mayor Mike Mears to begin a long-term friendship with Burkina Faso. President Ruth Schmidt and Director of Global Awareness John Studstill set out for



Old Friends

Agnes Scott and Burkina Faso have other connections beside sister cities. Dr. Della McMillan '73 is a nationally recognized expert on Burkina, where she has done anthropological research. She holds a Ph.D. from Northwestern University, and is now assistant director of the Center for African Studies of the University of Florida.

Her first contact with Africa was as an ASC junior spending a summer in Togo and Benin. In Burkina, she has researched population relocation, agricultural development and women's role in economic development. Her work on the resettlement of Burkinabes to healthier areas as a way to prevent insect-carried river blindness has been published as a monograph. A second book is at press.

Sarah (Sally) Workman '78, first went to Burkina as a Peace Corps volunteer. She used her work in biology at Agnes Scott and a master's degree in plant ecology to help with the forestry program in North Burkina. Recently she has joined the wildlife management program in the southern part of the country.

Another connection is Martha Doerpinghaus Fleming, a Ph.D. candidate in African history at Johns Hopkins University. She and husband, Allen, first met in Niger as Peace Corps volunteers in 1974, and they both did graduate research in Mali as part of studies at Purdue University. Martha is the daughter of Elsie and the late Dr. S. Leonard Doerpinghaus who taught biology at ASC for 20 years. Martha and Allen returned to Burkina in 1974, when he started work with USAID as an agricultural economist.

Burkina last October with UGA's Darl Snyder, SEEDS Director Gary Gunderson, and six other Decaturites.

"What we found in the dust of northern Burkina Faso was not so much 'hunger' as people with too little food, not so much 'poverty' as friends without resources, not so much 'hope' as people who will not give up," said Mike Mears. "We want to be part of this."

The Agnes Scott involvement has been pivotal. As Mike Mears said, "The college's participation provides us with a sense of credibility, not just in the eyes of the Burkinabe, but in our own. Here's a longstanding institutional anchor for the city saying 'this is worth doing' in the most eloquent way possible — by going."

"We felt this was an excellent opportunity to enhance the new Global Awareness Program and to be an active member of the Decatur community," explained President Ruth Schmidt. "Our Director of Global Awareness, John Studstill, had lived in Africa and speaks French fluently. He was invaluable to us as



John Studstill used all his linguistic skills as interpreter between Decatur and Burkina friends, as in this meeting with the High Commissioner of Ouagadougou. His sense of humor helped, too.

an interpreter in both formal ceremonies and informal conversations."

Burkina Faso, a Colorado-sized country of 6.5 million people, may be hard to find on the map (look west of Nigeria, it used to be called Upper Volta). But it's easy to find on any chart of international economic indicators: It's at the wrong end of every one, with the highest infant mortality in the world and one of the lowest per capita incomes. What does not — *cannot* — show on the charts is the rich Burkinabe character, the tenacity and disarming humor in the face of suffering.

Although rains came this summer and U.S. Ambassador Neher confirmed that some of the crisis atmosphere had passed, Burkina is still desperately poor. But help is more than money. Ambassador Neher told us of a German technician who worked 13 years to develop a network of refrigerators to store vaccines for inoculation programs. His work came to light last year when the Sankara government decided to carry out a commando vaccination campaign. They mobilized volunteers and commandeered cars, planes and doctors. Seventy-three percent of the children under 6 were vaccinated — a great triumph for a young government. The campaign surprised Western observers and showed the depth of popular support for Sankara's government, as well as its ability to galvanize an often sluggish and overprivileged bureaucracy.

Saturday morning in Ouagadougou, the capital: Women walk to market, fruit piled high on their heads and babies strapped to their backs while a crew hangs a banner urging people to plant forage crops for animals now running loose in the city. A soldier slings his machine gun over his moped's handle bars. Low tables by the road display trinkets, sandals and food for sale. Radios blare, and the

traffic snarls over screams and calls of chickens, dogs, kids and merchants. And the smells — barbecue, burning trash, filthy ditches, baking bread, diesel and dust — a wild, sensual stew that feels charming and friendly.

But there's more to see than degradation. Astounding changes. Everywhere people are whitewashing tree trunks, benches, stores, houses and fences. Another of President Sankara's campaigns, this one attacks the city's dirt with a simple idea: white walls make cleanliness possible. So everyone should paint the walls. *Now!*

Trees are being planted everywhere, too. "Pour Burkina Vert!" For a green Burkina! Every event — birthdays, anniversaries, holidays — is now marked by a tree planting. It is a revolutionary symbol, but more. "For a green Burkina" sounds almost silly, except that everywhere people were planting trees.

Acres of debris mark what only months ago was one of worst housing areas in the city. The squalor daunted even hardened Burkinabe sensibilities. The residents were moved and the neighborhood bulldozed to make room for new housing. Across town a large section of new homes have been built. New scarlet road signs are everywhere. Maybe these



This elementary school teacher in Bousse works with few resources and in primitive conditions, but, like all teachers, with the knowledge that she holds the future in her hands.



Burkinabe parents know their children face one of the highest infant mortality rates on earth, which explains the strong rural support for national immunization programs.

are just symbols. But one can't miss the direction in which things are headed.

The Sankara government is controversial and abrasive to some Burkinabe. It has moved with blinding speed that some find disorienting. One Burkinabe noted that moving a nation is not like cleaning your desk — it takes time. Sankara isn't taking time.

Both of Decatur's "sisters" reflect the new spirit of optimism based on the reforms of the revolutionary government of President Thomas Sankara, a former paratroop captain. Since the military coup three years ago, Sankara has tried to chart a non-aligned course between East and West at the risk of pleasing neither. It has attacked deeply entrenched corruption with zeal and has set loose a flood of pride visible in towns like Ouahigouya and Bousse. The U.S. State Department which deplored the revolution's early rhetoric has recently warmed to Burkina and poured in a record amount of food aid.

In Ouagadougou, the Decaturites planted the first of many trees in a

ceremony led by the High Commissioner of the capital, the mayor of mayors in Burkina. He is young, gracious and handsome. At the end of a long meeting in his office protocol deteriorated into laughter when Elizabeth Wilson, the first

We expect to develop student exchanges and summer study courses between ASC and Burkina.

black elected to the Decatur City Commission, asked him through the interpreter if he was married and then whipped out a picture of her (single) daughter.

The University of Ouagadougou, 15,000 students, is the only institution of higher education in this country of 7 million. As foreign visitors, Ruth Schmidt and John Studstill met with the rector (president), as well as with English classes and their professors. The well-kept

brick building has many breezeways and vents under the roof. Masks, in styles of the various ethnic groups of the country, decorate the walls. After such meetings with university officials, they expect to develop student exchanges and summer study courses for Agnes Scott.

President Schmidt and John Studstill also visited the one women's public high school of Ouagadougou. The principal, also a woman, invited them to visit an English class. These young women in the 12th grade can already carry on simple conversations in English. They invited President Schmidt to say a few words and ask the students questions in English. Among these young women are some who might apply for admission to Agnes Scott. They sit straight and attentive all dressed in the same colorful uniforms. They all look so strong and healthy — very black, beautiful young women who have suffered no famine.

Perhaps 1 percent of their age-group, they represent the most intelligent and well-to-do Burkinabe. But their success is mixed: If they go to college, they will find it more difficult to marry and have families. Most men still feel more comfortable with uneducated women who stay at home. The principal of this women's school has been lucky — her husband is the minister of higher education.

President Sankara has promoted women's rights in Burkina to a degree unequaled in any other African nation. In a 1984 interview with Margaret A. Novicki of *Africa Report*, Sankara explained women's role in Africa's economic development.

"First of all, there are more women than men in Upper Volta (Burkina), and it is impossible to wage our revolution without them. . . .

"Look at the Voltaic woman in the countryside; she wakes up at 4:30 a.m. to walk 5, 10, 15 kilometers to fetch some water. She must come back and cook, she must wash the

children, she must heat water for her husband who is asleep, and then she must go to the fields with her husband to plow the earth. When she is finished, she must plow her own field. When her husband's day is finished, he rests. She then has to find wood to bring back to the house. She must do the cooking. After dinner, she has other chores to do. She wakes up at 4:30 a.m., but she never goes to bed before midnight. At 35, she becomes a rag. This is not right. This is why in our country, men used to have several wives — because they are the workers. Further, women represented a source of free pleasure for men.

"Women are exploited in relations

of production and also in sentimental relations, in affection. But women are further exploited because of imperialism, which also dominates the Voltaic man. So we decided to liberate them. We encourage them to organize themselves.

"It is not easy because even women think there is no use trying. But women must be liberated. For this reason, we are appointing more and more women to responsible positions. So little by little, women are taking on responsibilities, and we are talking about this because sincerely we have all been marked by the way our sisters and brothers have suffered."

Some of Sanakara's efforts on behalf of women are not without

humor. One Burkinabe told John Studstill about one reform aimed at the most apparent cause of domestic violence and divorce: men's displeasure with how the women handle household money. For one day, decreed Sankara, the marketplace would be open only to men: if the families were to have food, the men had to go to the market. The women who ran the marketplace saw this as an opportunity to teach the men a lesson, and raised their prices for the occasion. Not only did the men suffer from their lack of bartering experience, but they faced inflated prices as well, coming home with much less than their wives got for the same money.



This feast table prepared in Bousse included a local version of grits for the Georgia visitors. Colorful dishes were gathered from throughout the village for the celebration meal.

As the Decaturites approached their sister city, Bousse, dozens of riders on horseback with banners in English and French met the van. After the handshakes, smiles and awkward phrases came the speeches. Mayor Mike Mears gave his in carefully memorized French, ending with the first half of the revolutionary slogan "The Fatherland or death!" And the 3,000 gathered there echoed back automatically, "*Nous vaincrons!* We will conquer!"

Surprised laughter erupted as the crowd realized what had happened. This slogan had bothered the U.S.

embassy and still made many diplomats cringe. Mike embraced it as the American civil rights movement had embraced "We shall overcome" and the sense of struggle it evoked. Not struggle against other people, but against the dependence that holds Burkina captive. Mike's carefully delivered French greetings played on national radio for three days.

Ruth Schmidt echoed the feelings of the Americans, who felt a little embarrassed by all the hoopla. "This

is a lot of fuss for little Decatur!"

After speeches in three languages, a children's choir sang, a group of village elders danced and traditional marriage gifts were presented.

After the ceremony the group toured the town and observed leather crafts, cotton spinning, weaving, blacksmith arts, and the dyeing of cloth with locally grown indigo.

Bousse shares a struggle with thousands of villages scattered across the Sahel. Scarce rain makes progress fragile; it lasts only 70 days. Since crops take 100 days to mature, there is little room for error. A farmer explained that they had bad seeds,



Women are responsible for nearly the entire food chain, from planting, weeding, harvesting, and processing to gathering firewood and cooking. Many stages of the work are done in community which makes it less boring, but cannot lessen the physical labor. Children accompany mothers constantly and everywhere, if they are toddlers or older, they help keep goats or cows out of crop areas.

overworked ground and too few metal tools. "The people work hard, but have little to show for their days in the sun."

The Bousse health clinic is in six stucco buildings. Except for the lack of a doctor, it seems to be staffed remarkably well—until one realizes it serves 90,000 people, including many who suffer from chronic malnutrition, poor sanitation and harsh living conditions. There is no way to sterilize needles and surgical tools, the beds have no sheets, and there are only a few basic medicines. The doctor is in Ouagadougou, 35 miles away.

Many of Bousse's men have left to work on plantations in the Ivory Coast. Even with tension between the two countries, more than one million Burkinabe men work in the Ivory Coast and send their earnings home. In recent years theirs has been about the only cash to flow into the village.

There are few machines to help with farming or food processing. Women work the hard fields with short-handled hoes and grind millet in a circle with heavy stones. They talk and sing, but this cannot lessen the arduous labor. "It is really tough to be born a woman in this culture," Ruth Schmidt said. Catholic Relief Services recently promised a mule-driven grinder.

While Bousse faces great difficulties, all is not bleak. This is the kind of village that draws strength from the new regime's appeal to pride and labor. It's clear to all that the recent change in government will bring no automatic answers. But Burkinabes have never feared hard work. They know they can't wait for someone else to pull Bousse up.

At noon all were special guests at a feast. Tables bent under salads, vegetable dishes, barbecued goat, cokes, beer and wine. A warm breeze blew gently through the thick stand



The Burkinabe were gracious beyond belief, providing bottled mineral water for even the shortest trips. President Ruth Schmidt and Decatur pharmacist Deborah Willis in Bousse.

of trees where 50 people were seated in a circle. The local Assembly of God minister was asked to return thanks. The mayor nipped whiskey and began to practice his longlost English: "My brother! My sister! I know you! You are here!"

**"We were showered all day
with friendship that will
resonate in our memories as
long as we live."**

The speeches after the feast were longer and more elaborate. They had asked to hear about Bousse's priorities and problems. Each speech—on education, farming, medicine and water—was met by applause by the people gathered around as they felt the case had been well made. The Decaturites were somewhat overwhelmed.

They left Bousse the way they had come: surrounded by people, outstretched hands and the rhythm of drums.

It's hard to absorb, much less repay, this unspeakably lavish wel-

come. Bousse broke the bank to buy drinks, even to the point of having \$2-a-bottle mineral water for the guests' short walks between events.

"Giving was its own reward for Bousse," said Gary Gunderson, "proving a simple lesson that those of us concerned with 'helping the poor' find difficult: It really is more blessed to give than receive."

"We were showered all day with friendship that will resonate in our memories as long as we live." But the day will also resonate a long time in Bousse. After their guests left at sundown to savor the gift, Bousse danced and partied till 4 a.m. to celebrate the giving.

Before 6 a.m. the Decatur group was off to Ouahigouya, Decatur's larger sister city. As the van pulled up to the city hall, a U.S. flag flew next to Burkina Faso's. Later they learned that a university student had driven most of the night to get it up the pole before they arrived.

Ouahigouya is an ancient trading city on the caravan trail from Timbuktu to the coast. It is the capital for the 900,000 Burkinabes of the Yatenga province who have seen two periods of severe drought in the last decade. A regional center for



Where there is water there is life. These vegetables are grown for sale in their city, not for household food. Men do most of the cash crop farming while women do almost all other agriculture in the country.

hundreds of years, today it is the focus of intensive relief work by groups from around the world.

Later that night there was more dancing. Gary remembered, "We walked holding hands through a sea of several thousand people already warming up in the liquid dark. Faces stretched as far as we could see into the night. The drums and press of humanity felt like something out of Conrad's *Heart of Darkness*. But there was no fear here — only friendship."

Every city sector presented its own dance, many with lyrics written for the occasion. And it's not easy to write a tune to "Welcome to the city of Decatur, Georgia, USA" or "The Secretary General of Ouahigouya!"

What does any of this have to do with fighting hunger? They knew the numbers: the average life expectancy of 42 years is possibly the lowest in the world, the infant mortality rate



This welcoming dance was performed for the friends from Decatur by choir members of the Assemblies of God Church in Bousse.

of 211 per thousand probably the highest. They knew of the grain shortfall, the rainfall deficit, the illiteracy. Yatenga is one of the most desperate provinces in the poorest country in Africa.

And then they saw them: the women — every one surely anemic — dancing and swirling to the drums. Every third one had a child with tiny arms and too-thin legs strapped on their backs. These are the hungry.

The hungry dance! If they dance, they sing. And they hope, love, pray, curse and remember. What happens between people is more important than what happens between people and things. Perhaps they all were a little surprised to find that this relationship actually makes sense. Even in a city that can smell the encroaching desert and where 9 out of 10 kids will never read, the first agenda is respect.

Ouahigouya, Bousse and Decatur will focus on education and medicine. Some schools will probably be built, pharmacies established, medical personnel trained and wells drilled. Decatur expects to strengthen the city schools' black studies program and French classes as well as host a Burkinabe teacher at its high school for a year. Agnes Scott College hopes for faculty and student exchanges.

While the official relationship flows between Decatur and two Burkinabe towns, the bond has political possibilities for both national governments. One member of the group told the U.S. ambassador that we were only interested in helping the Burkinabe people, that we wanted to "leave politics to the professionals." Mike Mears suggested that was like leaving race relations to the sociologists.

"Yet this undertaking must be approached with caution," John Studstill pointed out. "Just because

we are welcome, that does not mean we understand what is happening. Too many attempts at development have foundered on lack of concern for the cultural constraints and sensitivities of people whose world views and customs can be very resistant to change. Who are we to glibly decide that people need to change?

"One fact keeps bobbing up in my mind," Studstill remarked, "and it serves to make me cautious. The population of Burkina had doubled in 20 years — from three-and-a-half million to seven million. In some ways this is a great success story since we can say that the economy of the country in earlier times was incapable of sustaining such a population." But in other ways, he said, it signals danger. "Population growth from better health care must be checked until there is balanced growth of industry and agriculture. Somehow one feels that solutions to these problems must come mainly from within Burkina — not imposed, only assisted, from without."

**The Burkinabe are asking
profound questions:
life, death, hope, despair,
courage.**

"So many Americans ask me what we can learn from the people there," Darl said. "But the Burkinabes are asking so much more profound questions: life, death, hope, despair, courage. We play with those words on special occasions while they use them to shape their daily agenda. They must teach us how to live."

Just before the Decatur group headed home they met with President Sankara. He compared politics to a compass. "Your President Reagan only wants to see East and West, but

a compass has many, many other points. I am glad that we have found one of them to meet on. We are glad for the marriage between your city and ours. Let this be a marriage of love and not just convenience or economic gain. We hope there will be many children and that the children will be healthy and live long. I hope these children will not be victims of war or famine or suffering."

President Sankara spoke of himself and other educated Burkinabe as the lucky few who have much to account for. "We are lucky many times over, we did not die as infants as many do. We survived to be old enough to attend school and were among the few who had a school to go to. Then we went beyond reading to high school and even college. We have been trained at great expense. Now we must give it back."

Sankara asked his aide to get a bronze statue of a peasant from his office. The leader took it and gave it to Mike explaining, "When you see this peasant, you see Burkina. He is poor, he has no shoes on his feet, he is uneducated and may be sick. He is thin and his clothes are ragged from working in the fields for many hours. Most of our people are like this, and it is for them that we must build a different future."

When the group left Burkina, Darl's friend Mouhoussine grasped Gary Gunderson's hand with both of his. "There is a war going on here. That is what you have seen and it explains many of the rough things. We are at war with ignorance and disease and thirst and hunger. People say behind our backs that we cannot win. All we know is that there can be no losing." ♦

Gary Gunderson is executive director of SEEDS.

Dr. McNair

By Marvin B. Perry Jr.
President Emeritus

Walter Edward McNair lived a life of dedication and service — to his family and friends, to his church, to his own college and to Agnes Scott. As a committed Christian, he lived it joyfully; as a Presbyterian he lived it “decently and in order.” He loved living; he rejoiced in his friends; he enjoyed good music and was an excellent pianist; he relished good food and was himself an excellent cook. Whatever the task, he worked at it conscientiously and with scrupulous attention to detail and accuracy. His loyalty was unselfish and unwavering: to his church and his



colleges, to his friends, to the job at hand.

Ed McNair's life was a full one, not glamorous or spectacular, but rich in quiet achievement. A native Atlantan, and the only child of devoted parents, he attended Atlanta public schools. In 1933 he graduated summa cum laude and Phi Beta Kappa from Davidson College. He taught in the Atlanta public schools before enlisting in the U.S. Army in 1942, serving in the European theatre. He left the Army Reserve as a lieutenant colonel in 1946.

He resumed teaching and began graduate work in English at Emory University, earning his master's degree in 1948 and his doctorate in 1952.

In 1952 Dr. McNair came to Agnes Scott College as associate professor of English and director of public relations, a dual appointment he was to hold for 25 years. Throughout this quarter-century and the subsequent years of his retirement, he worked for Agnes Scott with energy and devotion. As he said in 1983, "For 31 years now, the polar center [of my life] has been Agnes Scott." Despite full-time duties as director of public relations, Professor McNair never neglected his teaching. His energy, his prodigious memory — for names, places, literary works, dates — and his passion for clarity and accuracy were evident in the classroom, in his public relations office and in his encyclopedic knowledge of Agnes Scott's people and history. Chief among his concerns were his students, and generations of young women remember him with grateful affection.

Dr. McNair's areas of service went far beyond the routine duties of his College positions and his church membership. Typical was his leadership in planning and carrying out the ambitious three-day program which celebrated the 50th anniversary of Phi Beta Kappa at Agnes Scott. His

annual talk on academic regalia and customs combined knowledge with witty and not-so-subtle advice to his faculty colleagues. In his seventies he agreed to perform a tap-dance at the 1982 Junior Jaunt show and practiced tirelessly for it. He was touched and delighted at the student ovation after his performance.

For all his usual affability and old-world courtesy, Ed McNair sometimes appeared to be austere and gruff to students and colleagues. He chuckled, and was secretly pleased, when a young Atlanta newspaper reporter who became his admiring friend, described him affectionately as a "grumpy badger," in a highly favorable article on Agnes Scott.

As a devoted alumnus of Davidson College, Dr. McNair served as president of his 1933 class throughout the years following his graduation. In 1983 Davidson recognized his half-century of active loyalty by awarding him its Alumni Service Medal.

As a Christian of strong Presbyterian convictions and deep commitment, he gave a lifetime of service to his church: to his local congregation (Druid Hills) and to the larger Presbyterian Church, U.S. An elder at Druid Hills for some 30 years, he was clerk of the session and an officer and teacher in the church school. He three times was elected a commissioner to the General Assembly.

But it was as a teacher and administrator at Agnes Scott that I best knew and admired Ed McNair. His commitment to the College — to its people, its welfare and its mission — was total; and his service to Agnes Scott during 25 very active years and thereafter until his death was a model of loyalty and affection. Such loyalty and affection were extended to his friends and colleagues, although he never shrank from offering straightforward, constructive criticism. Ed McNair's unfailing support and helpfulness to

me as president and his kindly and affectionate concern for me and my family are a cherished part of my years at Agnes Scott.

When he reached the customary retirement age of 65, Dr. McNair asked to be allowed to serve an additional two years in order that he might complete a quarter-century of active duty at the College. I was happy when the Board of Trustees approved my recommendation that his request be granted. Accordingly, in 1977 he was made associate professor and director of public relations emeritus, and he moved into an office in the newly refurbished McCain Library. In the ensuing six years he completed his comprehensive and invaluable history of the College. Published in 1983, *Lest We Forget: An Account of Agnes Scott College* covers Agnes Scott's history from its founding in 1889 to the election of its fifth president, Dr. Ruth Schmidt, in 1982.

Lest We Forget is a very human chronicle. With characteristic thoroughness and accuracy, historian McNair recorded not only the ongoing events in the life of the College, but he also included brief biographies of selected women and men associated with Agnes Scott as well as a directory of trustees, faculty, chief administrative officers, and Alumnae Association presidents from 1889 to 1982. In its completeness and accuracy, and especially in its emphasis upon the academic and Christian heritage of Agnes Scott, the work reflects the character and judgments of its author. Indeed, his volume is an appropriate monument to the loving labor and long service which marked Walter Edward McNair's life at Agnes Scott College. ♦

President Emeritus Marvin Banks Perry was president of Agnes Scott College from 1973 to 1982. Marvin and Ellen Perry now live in Charlottesville, Va.

A Distinctive College

By Richard Parry

Sometimes it takes a stranger to help us see an important aspect of our own situation. Although I am a man, I am going to speak to you about the situation of women. I do not have your perspective, of course. So, in that sense, I am a stranger. But I hope that what I say will illuminate your perspective in the way that the remarks of strangers can be illuminating.

I will begin with a story of how a stranger's remark once illuminated my perspective on this college. Some time ago a visitor on this campus — the French assistant for that year — made a remark about our students which proved very important for me. We were sitting together in the dining hall when she looked around the room and said, in a quick but reflective aside, that it was impressive seeing these young girls become young women. And when she said "young women" she made a Gallic gesture; she thrust her chin forward and squared her shoulders. While interesting, it was not a remark that knocked me off my chair. After all, I knew what she was talking about; I had seen enough times the phenomenon to which she was referring.

You know the Agnes Scott senior — sometimes junior, but especially the senior — who becomes self-possessed and self-confident. She has an air about her that says she knows who she is, what her strengths are. Sometimes she even knows what direction she wants to go in — although the latter is sometimes not fully developed.

Dr. Richard D. Parry, chair of the philosophy department, gave this address at Senior Investiture at Agnes Scott last fall.



▲ *Though a student may come to the College as someone's dependent, she leaves as her own woman. Lisa Olliff '87*

► *The liberal arts sharpen our mind's reasoning abilities and furnish our imagination with visions of the human. Jenifer Cooper '86*

This air is not brash or other-disregarding; it is a quiet sense of self-worth. You look at such a young woman and you say that she is her own person. And it is an altogether splendid sight.

So, although I had noticed what our visitor was referring to, her remark struck me and settled somewhere in my consciousness. I kept coming back to it. After awhile I came to realize why the remark was not commonplace and why the sight of these young women should strike one as so splendid.

The sight is so splendid because it is, in the general scheme of things, so unusual. We live in a culture in which not every young girl becomes a self-possessed young woman. What makes these women so special is that they achieve something not every woman achieves.

Many girls start off being someone's daughter and then — without skipping a beat — become someone's wife and someone else's mother. Sometimes they become the mother of the same someone they became the wife of — but that's another story. Now I have nothing against a woman's being a daughter, a wife or a mother. Without a wife and a daughter my life would be much poorer — and without a mother I would not have had a life at all, although genetic engineering just may be on the verge of changing all that.

Nor do I think that the women who have valiantly taken up these various roles in my life have demeaned themselves — although I



ERIC ROSENBLUTH

Agnes Scott exists for that process in which women come to self-possession. Sharon K. Core '85, left, and Melanie Sherk '86 on porch of Rebekah Hall.



sibilities, they also feel frequently — not always, but frequently — that along the way they missed out on an experience which they needed to become their own woman. And with these women, too, that transformation takes place — analogous to the transition from young girl to young woman, a transition from dependence to independence. How often do we see the RTC who has acquired what she needed to lift her chin and square her shoulders?

That is one of the reasons we are a distinctive college. We exist for that process in which women come to self-possession. We are a place where women come into their own, where each becomes her own person. Of course, our graduates often become professors, scientists, teachers, physicians, lawyers, business women, ministers, master-potters and playwrights. We cannot make them any of these things, but we can help them achieve that self-possession without which no woman in our society can undertake any of these occupations. Working towards that achievement is what we — students, faculty and administration — do best, and it is not something that you can find in every college and university. We can encourage one another in it and congratulate one another when it is successful, without threatening anyone else. Without reducing any of the men in our community to second-class citizens, we can be frankly partisan about this inspiring process.

But wait. I have not yet intoned the name of the liberal arts. I suspect some of you have already grown restive waiting for the vital reference — like waiting for the preacher to bring God into the story. Just so your suspense will not become uncontrollable — and we start having people fainting from hyperventilation — I now turn to liberal arts — or at least to my slightly off-white notion of it.

It is obvious to me that the liberal arts are the means — for the vast

might be described as anything from an inconvenience to a heavy cross. My point is: some girls go from daughter to wife and mother without skipping a beat, without becoming along the way their own woman.

But that situation is in stark contrast to the situation of boys. It is the presumption that they will become self-directed, self-possessed. That presumption is false, of course; some boys never grow up psychologically. They stay dependent their whole lives. But then we frequently think of them as failures. They have not done what they are supposed to do. But somehow a dependent woman is not — in the eyes of many, perhaps a majority, in our culture — a failure. We would say to the dependent boy-man in a tough situation, "Act like a man." Even if he could not follow the instruction he would know what we meant. I wonder what the dependent girl-woman would think if you said in a tough situation, "Act like a woman." I wonder if she might not think that you were telling her to run around, wring her hands and cry.

Now I do not know how you would act in an emergency situation. But I do know if we were to say to you, "Act like a woman" — as in a way, today we are saying — you would know what we meant. You may have come to us as someone's dependent but you leave

We are a place where women come into their own, where each becomes her own person.

as your own woman. So that even if you do decide to become someone's wife and someone else's mother, you do so from a sense of your own worth, a sense of your own independence. Nor is this phenomenon confined to young women; it can be seen frequently in our Return to College students — and sometimes in an even more moving way.

Even though these women are mature and often freighted with respon-

majority, the necessary means — by which this self-possession is achieved. After all, the original meaning of the liberal arts is the arts of the free man — as opposed to the arts of the servile man. And at Agnes Scott we give new meaning to the liberal arts — the arts of the free woman. But in my understanding, they are not a collection of activities pursued by the leisure class, those free from servile labor. It is not as though the liberally educated woman philosophizes, paints, and pursues her investigations of kinky subcultures while the servile woman does the cooking, the construction and the bus conducting. In my understanding, the liberal arts is the skill of *being* a free woman.

In the first place, in my notion of the liberal arts, I put a lot of weight on the idea of the arts in the phrase “liberal arts.” Too frequently the word “art” means fine art. Many think that liberal arts education *means* education in fine arts, music and literature. And, of course, fine arts, music and literature are at the heart of liberal arts. But one makes a mistake if she thinks art means only fine arts. In fact, the word “art” is the usual translation for the Greek word *technē* — which covers both fine arts and crafts, and some other activities as well. *Technē* is the root of our own words “technology” and “technique,” and it means basically a kind of mastery or skill. The liberal arts are the mastery, the skill or the craft of being a free person.

But what is the craft of being a free person? It is the craft of determining oneself, the craft of being independent, self-directed, self-possessed. Freedom — as you have been told time after boring time — is not license. After that sage distinction is made, we are told then that with freedom comes responsibility. I do not wish to deny any of that wisdom, but I would like to add something else. Responsibility comes with free-

dom because freedom is the opportunity and the ability to shape one's life — to determine oneself, to come into possession of oneself — and thus to take up responsibilities.

The skill of shaping oneself must include the skill of shaping society.

What I want to emphasize is not just the opportunity to shape your life, but the *ability* to do so — the skill, the craft.

And it is an important craft. For what is of primary interest to you and me is what kind of person each of us will be. What are you hurtling towards in all this frantic forward movement? A small mountain of consumer goods in darkest Buckhead? A dirt-floored teacher's hut in West

Africa? A severe, statement-making condominium on the 20th floor? Behind all these questions is the sole question: What kind of person will I be?

Questions like this are insistent and even painful. They are painful for those already launched on the process because we are so aware of our failures. In fact, so painful are they for some of us that it is a species of bad taste to bring them up. And yet they are the most important questions and so the most insistent, no matter how hard we try to repress them. They are important because when we step back and take the survey of our lives, we want to be able to say that what we see is — on the whole — good, well done, well wrought.

And while these insistent ques-



tions nag at you, something else unsuspected is happening. You are learning the skill for answering them. But the skill is not the skill of formulating merely verbal answers; it is the skill of formulating answers with your lives. And now I rise to the pinnacle of dangerous realization from which I just might fall screaming to my death — providing the greatest entertainment of the morning. Wait and see.

Liberal arts education among other things imparts this skill by first, sharpening our mind's reasoning abilities and second, by furnishing our imagination with visions of the human. You need the visions, to know the possibilities open to you when it comes to fashioning your life. And you need reason, to choose the possibilities and to provide the means to make the possibilities real.

Let us talk about the visions first. You may not realize it, but in the past three or four years your imagination has been infected by some very powerful images of what it is to be a human being. Fiction writers, of course, are always giving us these images — but also nonfiction writers, like psychologist Robert Cole. The best writers give us the best images — the fullest, the richest, the most real — although these images are not always the images of the best human beings by a long shot. And these writers give us not just images of human beings, but images of human situations. These images are powerful partially because they are attractive, repellent or frighteningly fascinating.

And thus you imitate them — or try not to imitate them — just as you do the people you know. You imitate not the actions, but the kind of person each is, in whole or in part. You try this one's view of nature, that one's courage, the other one's sympathetic attitude. Right now there are as many of you imitating some human quality of your favorite aunt or uncle as there are imitating some attitude of Eleanor Bold from *Barches-*

Scott Posey, Sharon Core and Mercy Badia enjoy outdoor cafe at Atlanta's Woodruff Arts Center complex



ter Towers, or Pilate Dead from *Song of Solomon*, or Old Phoenix from "A Worn Path," or even Ramona Quimby from *Ramona The Brave*. And think what a rich treasury of models you now have that you would otherwise not have had.

Nor are the visions of the human confined to the personal and individual level. The kind of person one will be is related, in sometimes invisible ways, to the kind of world in which we will live. In fact, because these relations between the personal and the communal are sometimes invisible, you ignore them at your peril. You cannot be a person who shapes her life according to her artistic vision if you live under a regime which prescribes what is acceptable art; nor can you fulfill your role as a parent in a world destroying itself through preparations for global war. The skill of a free person is the skill of self-determination, not in the narrow sense of self. You are who you are because of the society in which you live; so you cannot be concerned about the sort of person you are and unconcerned about the society you

live in. The skill of shaping oneself must include the skill of shaping society.

This dimension of the liberal arts is not trivial. In one of its many incarnations, among the ancient Greeks, this kind of education was to provide leaders for the city. And it is no accident that at Princeton we see blazoned forth "Princeton in the service of the nation." In New Haven, at every turn one reads "For God, for country, and for Yale."

We at Agnes Scott can be no less bold — although we might be a bit less nationalistic. If you are to practice the skill of a free woman you must be a leader — in your party, in your country, in your religion, in your state, in your nation, and in your world. How can you direct these enterprises if you do not have a vision of the way individuals constitute and are constituted by their societies? To have this vision of the whole, you must know the possibilities of form that different societies have assumed and do assume. You need many visions of societies, across history, across cultures, analyzed, quantified

and criticized — just the sort of visions you have been enjoying over the past years in such areas as history, political science, economics and sociology. And, of course, the effect of the natural sciences on these visions, both personal and social, is profound, disturbing and exciting.

Now let me creep down a little from the peaks of Mt. Dangerous Generalization. Education in the liberal arts is education in a way of life. But we cannot be simpleminded about this. I hope no one thinks that there is implicit in all of this a utilitarian proposal that would have us strip mine literature for moral lessons or reform biology so that we get socially useful biology. If I may borrow from Wittgenstein, that would be like trying to get to the real onion by peeling off all those layers of skin.

No one who knows this college would seriously entertain such a proposal. We are just too chock-full of people who love their disciplines. I use the word "love" advisedly here, and Plato is my adviser. Of course, large universities have people who are devoted servants of the various disciplines. But another thing which makes a college like this distinctive is that we not only love our disciplines, we also communicate that love. We do not just try to communicate that love in spite of large classes filled with strange faces that will never be seen again. We *do* communicate that love in small classes of familiar faces.

Last year I had an experience at Agnes Scott that all of you have had in one way or another. I was a student of some excellent teachers — in the Genetics Engineering Seminar, as it happened. I could have chosen any of those teachers; but let me pick on one of them — Harry Wistrand — because his subject matter might seem to the outsider so unloveable. I can tell you that Harry loves what biology tells him about the world. And in his classroom he is intent on making the rest of us share his love. That is what we do so well here; we

communicate not only our knowledge but our enthusiasm. We help our students become fascinated by — and even come to love — what our various disciplines tell us about the world. It is what our students demand: not just facts but the value of those facts. They want to know why they should care. And it takes a special kind of place for that communication of knowledge and enthusiasm to take place.

No, there is no substitute for the integrity of those methods that our various disciplines have devised and by which they deliver up the riches of their various subject matters. But,

**How tragic it is when
someone ignores the
foreseeable because she
just did not learn to think
hard enough.**

neither should we let this truth beget an illegitimate spirit of sectarianism. That a discipline is good in itself does not mean that it cannot also be good for another, larger end. Let us not forget that generation after generation have sacrificed to build these colleges of scholars, not just because from them we get keen philosophers, excellent chemists and subtle political scientists. The basic motivation for these institutions is that they do the best job of passing on to the next generation the very best images that our tradition has for being human and of helping that generation to use those images well.

And how do Bach and Kandinsky offer us visions of the human? refugees from aesthetics might ask. That's a story for another time. I now must draw to a close by talking about one of my favorite topics: critical reasoning. Once we have the visions, reason is the way we realize these visions, whose attractiveness we cannot resist. We think hard and long about which parts of which

visions to make real and how to make them real. Math, science — useful in so many other ways — can be good for this skill, as can, even, philosophy. Disinterested in one way — but vitally interested in its own integrity — each accepts no substitute for good, hard, crystal-clear thinking. Nor is there any substitute for that kind of thinking when it comes to the kind of life one would lead and the kind of world she would live it in. And whether you know it or not, you have already begun to use that sharpened skill in sorting out your own life. Of course, reason cannot make your life mistake-proof; there are just too many unforeseeable circumstances. But how tragic it is when someone ignores the foreseeable because she just did not learn to think hard enough.

And now think of those who have not learned the craft of a free woman — who have not been given the opportunity to imagine all the possibilities, including those which women's literature is now presenting. Think of those whose reason has not been brought to new levels of sophistication, in choosing ends to be achieved, nor in figuring out the means to achieve them. Of course, there are some people who learn all of this without going to Agnes Scott; and I would not want to underestimate their accomplishment. But, given the odds that face most of us, no wonder we see in you this splendid self-possession.

Fundamentally, that is what makes this so good a place to be. The faculty not only has the opportunity to pursue the disciplines we love; we also are allowed to assist you in this vital project of shaping your life. And students not only come to love those same disciplines, but also to fashion themselves while studying and using the visions these disciplines make possible. Best of all, on occasions like this, we get to see and to honor the results not only of our labors, but also of yours. ◇

President Schmidt names Gué Pardue Hudson '68 dean of students

President Ruth A. Schmidt has selected Gué Pardue Hudson dean of students. Hudson, a 1968 graduate of Agnes Scott, had served as acting dean of students since fall 1985. Since coming to Agnes Scott in 1974 as assistant to the dean of the faculty and a lecturer in education, she has also served as class dean for freshmen and sophomores, assistant dean of the College, and coordinator of the faculty admissions program.

Dean Hudson will advise student leaders; counsel students; develop programs to enhance student life; manage health services, financial aid, and career counseling and placement; supervise residence hall staffs and advise the president on student-related issues.

Hudson said, "I see my biggest challenge as that of helping young women grow and develop for a future world that we don't know very much about. I believe in educating the whole woman, giving her strengths — education, character, and values — to help her make good decisions about her life."

A new physical activities center planned for Agnes Scott College

A new gymnasium is planned for the Agnes Scott College campus!

Plans for the Agnes Scott centennial campus had included renovating and adjoining Bucher Scott Gymnasium and Frances Winship Walters Infirmary — an estimated \$2.75 million job. But archi-

tecs were forced to scrap the idea of common housing for all physical education, recreational and social facilities when probes of subsoil conditions between the two buildings showed the soil to be too poor to support the expanded structure and a larger swimming pool.

The Board of Trustees requested a re-evaluation, and last fall Taylor Anderson Architects presented six options to the Agnes Scott community. All solutions involved building a new gymnasium as well as renovating the existing structures.

The Board of Trustees have tentatively approved a plan. "We are committed to the renovations and new building," said Vice President of Business and Finance Gerald O. Whittington. "We are identifying sources of funds to determine a starting date."

The new site is on Dougherty Street across from the tennis courts. Existing underground electrical cables, phone lines, sewage systems, plumbing and drainage narrowed the choice of locations. Estimated to cost \$3 million, the gym will house a regulation basketball court and a six- or eight-lane swimming pool, lockers, viewing galleries, faculty offices, mechanical rooms, a weight room, training room, laundry, and lobby.

The renovated infirmary will include campus offices, meeting rooms and a faculty club. The old gym will house a snack bar, TV/stereo lounge and game room, chapel and chaplain's office, three racquetball courts, lockers, bathrooms, minigym, dance studio and offices, training room, weight room, classroom, laundry and dispensary.

Agnes Scott celebrates Founder's Day with a liberal arts symposium



Dr. Catherine Stimpson delivered the Founder's Day address.

Founder's Day celebration expanded this year to a symposium on liberal arts education and the rapidly changing future.

On Feb. 18-19, "The Liberal Arts College, Private Enterprise and the Future World," symposium, sponsored by the Hal and Julia T. Smith Chair of Free Enterprise, presented both practical and academic views of educational issues related to our economy and its operation.

Dr. Albert Badre, president emeritus of Beirut University in Lebanon and Smith Professor of Free Enterprise at Agnes Scott, coordinated the symposium. According to Dr. Badre, "Private Enterprise and the liberal arts college are two important institutions which have played major roles in the development of the United States. The symposium examined their future roles in a world of nations becoming increasingly interdependent, but with vast differences in culture, ideologies and economic levels."

At the opening dinner, Dr. Harlan Cleveland, dean of

the Hubert Humphrey Institute of Public Affairs at the University of Minnesota-Twin Cities, addressed the topic "Are We Educating for an Information Society?" He explored changes occurring as our society changes from an industrial to an informational one and whether those changes will alter relationships in the marketplace.

The program began with "The American Dream, Making It a Functioning Reality," by Dr. Michael H. Mescon, the Bernard B. and Eugenia A. Ramsey Chair of Free Enterprise and dean of the college of business administration at Georgia State University in Atlanta. Dr. Mescon, who held the first established chair of free enterprise, provided a scholarly examination of what makes the U.S. economy tick — including its failures and glories.

Dr. Catherine R. Stimpson, professor of English, acting dean of the graduate school at Rutgers University and chair of the National Council for Research on Women, explored the question "Will the Liberal Arts Survive through the Twenty-First Century?" Dr. Stimpson's address was part of Agnes Scott's Founders Day Celebration, commemorating the College's 97th birthday.

Director of advanced pastoral studies and professor of the sociology of religion, Dr. Walter T. Davis Jr., of the San Francisco Theological Seminary in San Anselmo, Calif., discussed "Third World Options for the Future." Dr. Davis focused on the need to educate more advanced countries about those issues most urgent for less developed countries.

The program concluded with a panel discussion probing education and its relation to the economy.

Happy 100th birthday to an ASC alumna from the class of 1906

Ida Lee Hill Irvin '06 celebrated her 100th birthday, March 2.

Two hundred friends and relatives came to the Jennings Health Center, in Augusta, to celebrate.

The mayor (Mrs. Irvin's cousin) and his wife, her pastor and fellow church members, the local newspaper editor (a personal friend) and family and friends came from all over.

Mrs. Irvin's surviving son Charles organized the party with the support of many friends and relatives. A friend, Mrs. Joel Tutt, made a three-tier birthday cake topped with a handmade confection "100" and a candle.

"Mother thoroughly enjoyed the party," said Charles Irvin. "She took it in stride and didn't 'droop.' She was very alert, greeting her guests, and recognized almost everyone who attended."

The Agnes Scott Alumnae Association and the Augusta Alumnae Club sent Mrs. Irvin flower arrangements for her birthday. She also received a letter from President Ruth Schmidt.

Mrs. Irvin returned to her hometown of Washington, Ga., after her years at Agnes Scott, married Isaiah Tucker Irvin in 1913, and taught school. They had five children, including twins which died at birth.

"Mother is a deeply consecrated Christian and a dedicated Bible student," said Charles. "For years she participated in the Women of the Church on the local and state

level, but she loved most of all to share her profound knowledge of scripture."

Mrs. Irvin moved to the Jennings Health Center about six years ago after she broke her hip and was confined to a wheelchair. The Health Center, in Augusta, was owned and managed by Miss Mildred L. Jennings '28, until her retirement in 1983. Charles says Mrs. Irvin doesn't recommend "being 100" to anybody. She once said that some people just live too long, though she quickly added that she wasn't quite ready to go.

At Agnes Scott, Mrs. Irvin was elected to Phi Beta Kappa when the chapter was begun in 1926 and was a charter member. Her sister, Mrs. Rosa Hill Strickland, attended ASC in 1915.

Mrs. Irvin kept in touch with many friends from Agnes

Scott, including Mary Eliza Kelly Van de Erve '06 and Julia Dagmar Sams (Institute). Mrs. Irvin lost touch with Mrs. Van de Erve a few years ago, but is still close friends with Miss Sams.

Charles Irvin often takes a "letter" from his mother — on cassette tape — to Miss Sams, who tapes a response to Mrs. Irvin. "Nothing takes the place of college friends. Ida Lee and I have always kept in touch," said Miss Sams, who at 99 still lives by herself. "You just say 'go' to me and I'm ready," she said. "Ida Lee and I have each had a good life, though there have been some rough spots. We're both fortunate."

With any luck at all, Miss Sams will turn 100 next year, and everyone comes to a 100th birthday party.

Agnes Scott College and friends save four Decatur landmarks from the ax



Decatur pear trees were in a pickle between progress and preservation.

Since 1972, when Decatur launched a tree-planting program to beautify the community, each spring the white blossoms of the Bradford pear trees lining Church Street captivated passers-by.

One day, like graffiti, the word CUT appeared on the pear trees as the Department of Transportation prepared to widen the jammed two-lane street. Upset citizens called the city, imploring them to consider alternatives to cutting the trees.

The Decatur Clean and Beautiful Task Force reached out to the neighborhood, requesting homes for the trees and plants that had to be uprooted. Agnes Scott Grounds Supervisor Tommy Hailey and Penny Rush Wistrand went to Church Street to choose some plants for the ASC campus,

saw the trees and asked about Agnes Scott adopting them.

The cost of moving the 25- to 35-foot trees was the main drawback. Agnes Scott volunteered to give the trees a home if the city could arrange to move them.

Trees Atlanta, Inc., a non-profit citizens group who plants new trees and conserves existing trees, organized the move. Bartlett Tree Experts trimmed the trees to make them less cumbersome and to balance the remaining roots to the trees.

Sudden Shade Co. moved the trees using a giant tree spade and trucks. Some of the trees could not be moved because their roots grew near gas and electrical lines.

The Bradford pear trees at Agnes Scott are thriving — and last month again graced Decatur with their beautiful white blossoms.

Agnes Scott College
Decatur, Georgia 30030

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How do we educate students? Page 12.

AGNES SCOTT

ALUMNAE MAGAZINE FALL 1986



*Was the beloved past
her country fought to defend
a lie?*

by Chizuko Y. Kojima '54

OUT THE WINDOW

We're celebrating. For the first time, Agnes Scott's publication program earned two gold medals and a silver medal in the Council for the Advancement and Support of Education Recognition Program. Our total publications program, including the alumnae magazine, *Main Events*, *The President's Report*, the new recruitment materials and other pieces, was recognized for outstanding improvement and overall excellence. Four other college and university programs nationwide received gold medals in this category. The alumnae magazine took honors with a silver medal for improvement.

In this issue we are pleased to highlight a powerful symposium arranged on campus by the Alumnae Association's Continuing Education Committee. "Violence Against Women" offered striking messages about abuse against women, children and elders. The article by Katherine White Ellison '62 is adapted from her address at the closing session. Other speakers included local and nationally known professionals,



many of them our own alumnae. The symposium drew police sergeants, social workers, pastors, psychologists, medical professionals, and local residents.

In other features, Chizuko Y. Kojima '54X writes of her experience as a young child in wartime Japan. Her story movingly portrays a student's trust in her teachers.

As the world debates sanctions against South Africa, Winona Kirby Ramsaur '78 takes a look at issues when personal and legal values collide in "Walking a Fine Line." Associate Professor of Psychology Ayse Ilgaz Carden '66 examines nostalgia, stress and change in our lives in her article. And Jo Hathaway Merriman '58 writes about a member of the Class of 1922 who is still pioneering

as a psychiatrist.

In our next issue, we plan to keep celebrating — this time we'll feature the reopening of Agnes Scott and Rebekah Scott Halls. In the meantime, we appreciate your feedback, suggestions and article ideas. Let us hear from you. — **Lynn Donham**

Like other content of the magazine, this article reflects the opinion of the writer and not the viewpoint of the College, its trustees or administration.

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CORRECTION

We regret that in the Summer issue of Main Events, a caption incorrectly stated that Professor Kate McKemie would retire next year as professor of physical education. Professor McKemie is not retiring; she is stepping down only as marshal.

Agnes Scott
Alumnae Magazine

AGNES SCOTT

Fall 1986
Volume 64 Number 2

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I Will Not Look Back

Fourteen-year-old Chizuko Yoshimura saw war's destruction first-hand. An alumna's moving story of wartime Japan. *By Chizuko Y. Kojima*

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The Doctor Is In

A lively examination of Dr. Ruth Pirkle Berkeley, a practicing psychiatrist at 87. *By Jo Hathaway Merriman*

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Home Is Where You Make It

Remembering how things used to be can help us cope with today's stress and change. *By Ayse Ilgaz Carden*

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Walking a Fine Line

When does injustice justify breaking the law?
By Winona Kirby Ramsaur

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Living Gently In a Violent World

Victims often become abusers; simple solutions don't work.
Where do we go from here? *By Katherine White Ellison*

Tax hikes propelled Mary Alice Juhan into action—she's been tackling new causes ever since

The name Mary Alice Juhan '29 gets around a lot these days. Miss Juhan can frequently be found in the papers, espousing her ideas and opinions about a better way of doing things.

She's not wild about some of the things the government does, and she lets them know about it, attending—and speaking at—public meetings, writing letters and gathering petitions and occasionally writing opinion pieces and letters to editors of newspapers.

She's not always been like this. In fact, Miss Juhan didn't become politically active until about a dozen years ago, when the government started imposing on her.

After about 65 years of peaceful coexistence with various governments, Miss Juhan suddenly found her property taxes quadrupled in the space of a year.

"My tax went up and up and out of sight," Miss Juhan says. "You'd get involved, too."

"I used to think anybody who jumped up and down and screamed about government was a little corny, a little off," says Miss Juhan.

But when her property taxes skyrocketed from about \$300-400 per year to about \$1,700, she understood why some people did jump up and down and scream.

She got a group of like-minded people together and the Gwinnett County (Ga.) Tax Association was born. That group lasted 12 years, until last November, and "we did a lot of good."

The county, she says, wasn't overwhelmed by the association, but "they paid a little attention to us."

More importantly, "I learned so much from the tax association," says Miss Juhan. When her taxes went up, "I was forced to sell. It was beyond my pocketbook. That was really the reason I got on the nettle."

Miss Juhan says the little man in Gwinnett County doesn't have a chance as a property owner these days. "Property in Gwinnett County is in corporations, and big things."

Miss Juhan's not afraid to tackle any subject and speak her mind about anything.

She has a petition drive underway asking legislators to push for legislation that would prohibit any employer from forcing an employee to work on his Sabbath day.

She also believes there is no need for a road authority, as is under consideration in Gwinnett County, because "we have eight (authorities) already." She thinks a sewerage bond is taking county residents for



Juhan believes in staying informed: "You can't oppose what you don't know's happening."

a ride because, "We didn't vote on it any more than we are pygmies in Africa. You can't oppose what you don't know's happening." Private concerns, Miss Juhan says, "shouldn't be allowed to latch on to our municipal bonds."

She thinks the county needs a little more foresight and a little less blind progress: "You don't wait," she

says, "until you get in the building before you do your inspecting." —Chip Carter

Gwinnett County has been the fastest growing county in the United States for the past two years. This article reprinted with permission from The Home Weekly, Lawrenceville, Ga.

Harriet Amos tells her hometown's history in 'Cotton City'

Having just published her first book last year, Harriet Amos '72 is already hard at work on her next one, which will describe race relations during Reconstruction.

In 1985 the University of Alabama Press published Dr. Amos' book, *Cotton City: Urban Development in Antebellum Mobile*. "The book covers the urban, local and social history of Mobile during the antebellum period," explains Amos. "It explores the pluses and minuses of an economy built on the cotton industry."

For her research Amos traveled to Chapel Hill, Montgomery, Boston and New York City. However, the Mobile native's interest in her hometown began long before she thought of writing a book — back to her high school days, in fact. For a term paper assignment, her teacher suggested she write about Mobile's "golden age" — the 1850s. The research stimulated her interest in her native city and she continued to do research at Agnes Scott. Her undergraduate work culminated in an independent study paper under the direction of Professor John Gignilliat, whom she acknowledges in her book.

She student-taught at a



high school during her last quarter at Agnes Scott but decided she would prefer to teach more mature students. At that time she was accepted to graduate school at Emory University, and she began her preparation to teach college students. Since her mother was a teacher, teaching became "a natural" profession for her, says Amos, who also recalls enjoying Professor

Geraldine Meroney's teaching style.

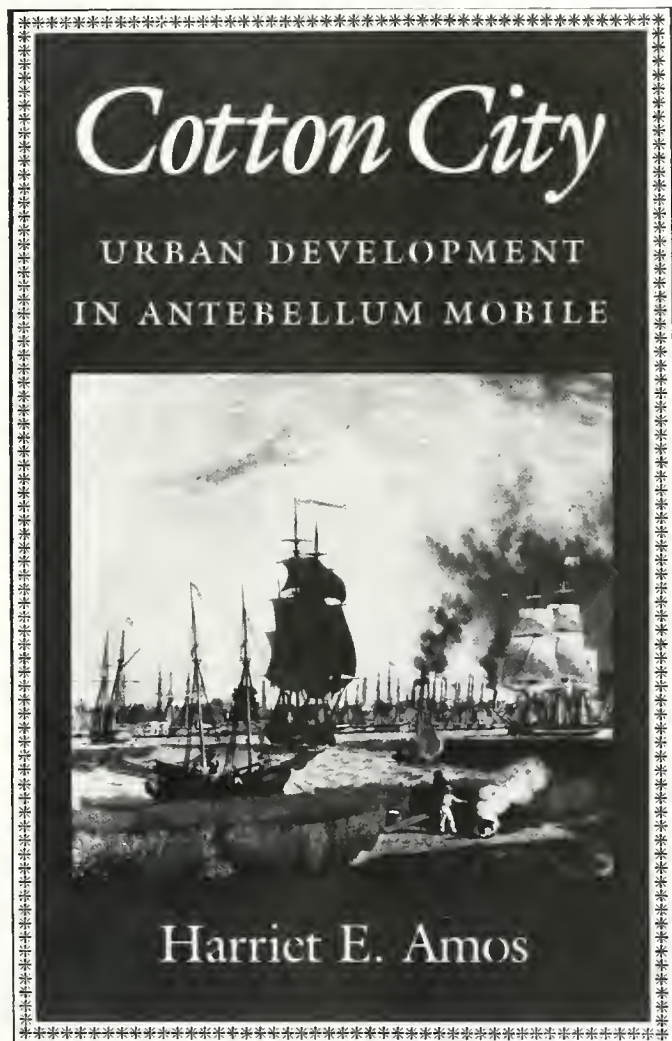
Amos developed her expertise at Emory, where she earned master's and doctoral degrees. Her doctoral dissertation on Mobile's growth became the basis for her book.

Following graduate school, she worked as assistant reference archivist in special collections at the Emory library and taught part time at Reinhardt College in north Georgia. For one year she taught at Marquette University in Michigan.

Now she is an associate professor of history at the University of Alabama in Birmingham, where she taught U.S history from 1815–1877 for seven years. This year Amos is on sabbatical as she researches and writes her second book, which she says concerns "how black and white citizens adjusted to the blacks' freedom during Reconstruction."

Amos says she enjoys researching and writing equally. "When I do research, it's very encouraging to find something. When I write, I enjoy seeing everything come together," she says. — Laurie K. McBrayer '83

Amos acknowledges the influence of Agnes Scott Professor John Gignilliat in her first book, *Cotton City*.



Margaret Guill probes link between molds and asthmatic children's allergies

Dr. Margaret "Lou" Guill '69 is trying to find out just how important mold is in the initiation of asthmatic attacks in children with allergies.

"This is especially important in our area of Georgia and South Carolina because here we have more mold spores in the air than pollen," the associate professor of pediatrics and medicine at the Medical College of Georgia said.

Guill's three-year study involves giving children who are allergic to molds the inhalation challenge. During the inhalation challenge, the child inhales increasing amounts of mold extract and then is tested to see how his pulmonary function reacts.

The test lasts about two hours. Afterwards, the child is watched in the lab for another eight hours to prevent complications that might arise from mold extraction inhalation.

Complications may range from simple allergic reactions to severe asthmatic attacks involving sneezing, wheezing and an inability to breathe. Blood tests are given to test for histamines, substances released by the tissues during allergic reactions.

Allergy-prone individuals have a hard time escaping mold because there are literally hundreds of molds, both indoors and outdoors, Guill said.

Molds are furry growths found on the surface of organic matter. They thrive in such damp places as old shoes, decaying leaves, and basements.

"Although mold allergy is not a life-threatening problem, it does cause a loss of time from school for children under 17," Guill said. "Twenty-five percent of the days missed at school are caused by allergies."

—Karen Williams

This article reprinted by permission from MCG Today.



Guill, her husband and their two children live in Augusta, Ga.

Doris Butler finds a gem in joining the family business

Doris Butler '85 was three months old when her father bought his jewelry store in Selma, Ala. "He and my mother were working long hours then," Butler says. "They laugh about taking me with them when they went back to the store at night, and putting me on the diamond counter in my infant seat. That's probably when I decided on my career."

As a 4-year-old she was

still too small to peer over the counters, but she remembers pulling up a stool and precociously asking customers, "May I help you?"

Butler worked summers and Christmas holidays in the store as a teenager in anticipation of her career goal. After graduation from Agnes Scott, the economics major studied at the Gemological Institute of America in Los Angeles for seven months. She took

courses in diamond and colored stone evaluation, grading and identification.

"The background knowledge from these studies will give me confidence in the job I'm doing here," she explains. "But it also spoiled me. I have held a 65-carat pink diamond in my hand."

Now an apprentice, Butler buys, sells and keeps inventory of colored stones in her father's store. She soon will be a registered

jeweler—a title roughly comparable to that of a law school graduate. At the end of the year, she hopes to become a certified gemologist and eventually, a certified appraiser.

Right now, she concentrates on learning the jewelry business from the bottom up. "The thing I love most is when someone buys a fine piece of jewelry—it makes them happy," she says. "They identify me with that hap-

Ruth Heffron finds flair for fund raising, starts foundation to support social concerns

When she was involved in fund raising for Junior Jaunt at Agnes Scott, Ruth Hyatt Heffron '70 didn't know that one day she would be writing grant proposals for \$75,000.

Since 1981 Heffron has served as executive director of the Trident Community Foundation in Charleston, S.C. For six months she worked on long-range planning for the young organization. Then she was asked to be director.

"Almost immediately I started writing \$75,000 grant proposals and I had never written one," she says. "It was a little like doing a research paper at Agnes Scott. It was scary at first, but then it got better." She says an independent study under the guidance of Professor Wilmer Moomaw at Agnes Scott on Atlanta's Model Cities project helped give

her insight into her work.

The foundation asks private individuals and corporate directors to contribute money to form a pool of funds for various organizations and causes. "We now have assets close to \$1 million," says Heffron. "This is the first year we have been able to give away money."

The foundation sponsors several projects, including a food bank that serves 52 agencies; the Charleston Interfaith Ministry, which serves the homeless and needy; and the Peninsular Economic Education Program (PEEP).

PEEP was a two-year project that established a Junior Achievement (JA) program on Charleston's East Side, a low-income, high-risk area. The foundation opened a JA office in the Business and Technical Center, housed in an old East Side cigar factory.



Ruth Hyatt Heffron

Owned by City Venture Corporation, the center allows small businesses to rent space at minimal cost in order to promote growth.

The success rate of the students who participated in the program was so high that now there is a JA club at a high school in the district.

As a volunteer, Heffron was appointed to chair the

mayor's Food Policy Commission, which addresses food shortages among the needy. The commission is now implementing recommendations for several projects, including a plan to distribute food stamps at fire stations rather than at post offices, which are fewer in number and open fewer hours. Other projects involve establishing a Meals on Wheels program, investigating access to grocery stores from new housing for the elderly, and starting an urban garden program, which would allow youth to earn money while learning management and gardening skills under adult supervision.

Heffron's extensive community work led to her selection as a board member of the South Carolina Committee for the Humanities. A political science/American history major at Agnes Scott, Heffron notes that "not just the poor are victims of cutbacks." She was immediately placed on the special initiative committee, "which really means fund raising," she explains.

"With a high illiteracy rate in South Carolina, it becomes almost mandatory to find unique and innovative ways to incite an understanding of the humanities."

—Laurie K. McBrayer '83

pininess, and they're always glad when they see me. I like that."

In assisting customers, Butler like to "consider their age, their size, their lifestyle and their taste. Do they like traditional, contemporary or avant garde jewelry?" she asks.

"For example," she notes, "when a girl is just turning 16, a small cluster of diamonds is appropriate.

Anything larger would be inappropriate."

Her father, now her boss, is delighted with his new employee. "I've been waiting for this day for four and a half years," he says. —Jean Martin

Adapted with permission from The Selma Times-Journal.



Doris Butler

SELMA TIMES-JOURNAL

I Will Not Look Back

**At 14, she had lost her city and part of her childhood
to the war's destruction.**

Would she now lose her history, too?

By Chizuko Y. Kojima '54X

During World War II, I was ready to die for my country. At the time of the attack on Pearl Harbor in 1941, I was a fifth-grader in a public elementary school in Gifu City, Japan. I had always liked school. School was my life, and at 10, I was dead serious about it.

Long before Pearl Harbor, Japan had been at war with China. The actual fighting had begun the year I was born, but as a fifth-grader I did not know it because nobody had told me.

In the newspapers and everywhere else, the war in China started by Japanese invasion was termed the "China Incident." I knew Japanese soldiers were in China, but I didn't know they were *invading* it. All I knew was they were sacrificing their lives away from home for the sake of their country, especially for the emperor, the head of our nation — like the father in each family.

At school I sang songs about soldiers defending the country. I wrote letters to them as the teacher assigned us to do. I wrote compositions about brave soldiers. Whatever my



Fourteen-year-old Chizuko Yoshimura

The author attended Agnes Scott from 1951-53, after which she returned to Japan to marry. Stimulated by a class taken with Professor Catherine Sims, the adolescent girl's bias against history eventually disappeared under the professor's tutorage and she made it her major.

A widow since 1971, Mrs. Kojima lives with her two children in Raleigh, N.C., where she is a freelance translator, interpreter and language instructor.

teachers taught me, I accepted wholeheartedly.

After December the eighth (not the seventh) of 1941, the schools were forced to intensify their militaristic education. Now that we were really in the war against England and the United States, I joined the whole nation in the sacred war against the devils. Every country of Asia had been exploited by the covetous Western nations; Japan had to fight for the "Co-prosperity Sphere of Greater East Asia." The emperor had given us an order and everybody, including the children, had a task to perform. The slogan for the children was, "Until we win, we will not wish for anything."

On the eighth day of every month and on many other ceremonial occasions, all 1,500 children of our school assembled on the grounds like cadets in a military school. The principal, dressed in morning coat, then walked to a small, shrine-like building at the corner of the grounds, where a picture of the emperor and the imperial decrees were kept. While the principal entered the building, brought

out the box and walked back to the platform, all of us had to keep our heads bowed. Once he reached the platform, the principal ceremoniously opened the box with white-gloved hands and read the whole decree proclaiming the war. It was long and hard to understand, but the upper-grade pupils had studied it in class, so I knew what was read.

Whatever I saw printed I honored and believed to be true.

Our nation was unique in the world because of our divine emperor, whose pure lineage began more than 2,600 years ago. Under him we had a sacred duty to expel the source of evil from East Asia. We had to become the "Light of Greater East Asia" and ultimately of the world. The righteousness and justice of the Empire would prevail in this great war.

Following the reading, the principal made a long speech. When the ceremony was finally over, we turned toward the flag with its crimson circle on a white rectangle. As a teacher gave a signal, we sang the grave war anthem with the brass accompaniment. I liked the beautiful, solemn melody. The words had been written in the classical Japanese style by a warrior poet many centuries ago. Many younger children, and perhaps some of my classmates, did not know the meaning of the poem because some of its language was archaic. But I knew what I was singing. The poem went like this:

*When I go to sea,
I shall become a corpse under the water.
When I go to the mountains,
I shall become a corpse in the grass.
I want to die by the side of our Great
Lord (emperor)
I will not look back.*

So the war went on. After several months of glorious victories on sea and land, the Japanese army and navy began to suffer reverses. But the true story did not reach the public, much less the school children. As a class officer, I went to school every morning earlier than others and copied onto the blackboard the daily war report from the newspaper.

After finishing elementary school and passing a written examination and the formal oral interview for which I had prepared many months, I entered a girls' high school. The school for girls in grades seven to 10 (there was no coeducational institution beyond the elementary level in Japan then) had been founded by the prefectural government under the auspices of the national education ministry decades ago. The goal of the school was plainly stated to us as my new classmates and I attended the opening ceremony in our new

uniforms; we were there to be trained to become Japanese women — good wives and wise mothers. We learned how to bow more deeply, how to speak more politely and how to walk properly, in silence, in the halls.

The national language, mathematics, science and history were all taught according to the rigid tradition of Japanese education. Also in the curriculum were music, art, calligraphy, sewing, cooking and even flower arrangement and tea ceremony. I was fascinated by my first experience of learning a foreign language, which was English.

Since childhood I had been taught to revere letters and writing. On January 2 every year, my father led the family in the ritual exercise of the first day of the year for writing. We all wrote something appropriate to the season on the large sheets of rice paper with writing brushes. He told us that each stroke of each letter



The Yoshimura family in 1946, eight months after the Gifu air raid

was important and had to be written carefully and beautifully. My mother always reminded me I should never step over a book or even a newspaper on the floor. Whatever I saw printed I honored and believed to be true — especially the textbooks that I studied hard for many tests and exams. We had to memorize many lines as written.

In most classes, the teachers lectured, and the students performed only as directed. The Japanese history taught in those days was a mixture of myth and history, and all textbooks were carefully written to reflect the government's policies. In the classroom, each time the teacher mentioned the emperor (any emperor of the 125 whose names we had to memorize), we had to stop taking notes and put down our pencils. We would sit erect in our chairs staring forward until the teacher gave us permission to resume activity. The spirits of all the emperors, along with the spirits of the soldiers who had recently died for our nation, were protecting us. We had nothing to fear. Japan would go on fighting its holy war.

As the war situation worsened, we had to learn how to be fighters on the home front as well. Our physical education came to resemble military training, and there were many drills for emergencies and fire fighting. During the final stage of the war, most secondary school students all over Japan had to give up attending classes in order to participate in manufacturing war supplies.

By the beginning of the summer in 1945, the major metropolitan areas such as Tokyo and Osaka had been destroyed by U.S. bombers' frequent attacks. The American forces were gaining more footholds in the Pacific islands; all the cities in Japan were daily and nightly exposed to air raids.

The night of July 9 began in Gifu City with the usual eerie warning siren for the air defense. Immediately we turned off all the lights already dimmed with black shades. Though the summer evening was warm, we covered ourselves with the regular wartime clothes from head to toe — the long-sleeved shirt, long pants with socks, gloves and heavy, lined hoods, most of which had been hand-sewn at home of dark cotton materials. We put on our backpacks prepared with emergency supplies. As planned and practiced many times before, my mother, my 12-year-old brother and two young sisters left home with the neighborhood group for the designated evacuation area outside the town.

**I jumped to my feet
with the shock of a
shrill metallic sound.**

My father and I, the oldest child, remained in our house adjacent to the large concrete building, several stories tall, that also belonged to us. We sat in the dark room near the courtyard for a long time. Only the sound of our radio under the dark cover reminded us that we were still a part of the world. We learned that the target of the bombing was another city near the Pacific coast. It had received a massive attack of incendiary bombs, and the whole town was on fire. The radio announcer's low voice finally said that B-29 bombers appeared to be heading back to the ocean. We thought Gifu had been spared at least one more night; our family would soon be on the way back home. Because the last warning remained in effect, however, we stayed fully clothed, still in darkness. I must have dozed off.



The author with Professor Catherine Sims. "An air of authenticity in her class" compelled the 20-year-old to confront history again.

Suddenly I jumped to my feet with the shock of a shrill metallic sound and an enormous bang that I had never heard before. That was the first bomb dropped on Gifu at the railroad station near our home. Immediately following were the tumultuous, chaotic sounds of airplanes passing overhead and numerous bombs coming down like torrential rain, hitting and exploding. My father and I ran to the front part of the building, where I saw electric wires dangling from the broken beams above the entrance. As we came out through the shattered entrance, an incendiary bomb fell in front of me. My clothes were covered by fire. We ran into a neighbor's house across the narrow street. My father quickly drenched me with buckets of water from the large tank that every household had to store for such an emergency. I was unharmed. We went back to the street and joined our neighbors, who were trying to extinguish fire by relaying buckets of water. But the raging fire nearly engulfed us all; someone shouted we had to give up.

My father got onto his bicycle and I climbed up behind him. People were running along both sides of the street. Some covered their hair with futon. The sounds of more shells coming down and exploding were deafening. Each explosion illuminated the dark sky and dark town beneath it. My father pedaled without respite, and eventually we escaped the pursuing fire.

Because the bombing and fire had been extensive, my mother took the rest of the family farther into a rural area. My father and I searched for them all night long in the outskirts of the burning city. It was long after dawn when the six of us were reunited, all safe.

Eighty percent of Gifu, including our home and everything we owned, was destroyed that night. Someone



A scholarship enabled Chizuko Yoshimura to come to Agnes Scott in 1951.

saw our building, standing till last in the area, finally collapse after day-break. Even the set of household goods stored in the large shelter in the basement was burnt to ashes.

If we had been willing to die for the emperor in the sea or in the mountains, we could do the same in

**The pages of
my textbook were
suddenly transformed;
they looked strange
and repulsive
with the smeared black lines.**

the bombed street. We were not afraid, and we would not look back. I did not know how to think otherwise. When I returned to the total ruin that had been my home, I was sad because I could not find my red diary and the golden pen I had left beside my bed. I was sad to see the dead goldfish floating in the black water of what had been my father's cherished pond. But I stood amid the rubble without shedding a tear.

A few weeks later, while I was staying at my grandparents' home in another town, I heard on the radio that a new kind of bomb had been dropped on Hiroshima, a city far away from us. Three days later, another new bomb fell on Nagasaki farther south. The war came to an end quickly after that. We were told that there would be a "serious" broadcast at noon on August 15. The emperor and the military government had decided to surrender unconditionally, and they chose an unprecedented method to inform the nation that the war was ending.

For the first time in history, the people of Japan heard the emperor speak — on a recorded broadcast, but still with his own voice. On special occasions we had seen the photographs of the emperor in military uniform, sometimes on a white horse or standing in traditional, formal dress. We had read and heard his words many times. But none of us



Chizuko Kojima and her children: Kenji Alexander, 25, and Chiye Katherine, 18.

had ever heard him speak. That day as we received his final decree, his high voice on the scratched recording sounded awkward and uneasy. His strange intonations were unlike those of any Japanese speaker or foreigner. I could hardly comprehend what he was saying. All I could grasp was something about having "to bear the unbearable and endure the unendurable."

I thought something frightening was going to happen, but nothing did. Soon we had the lights on in the evenings. With no more ominous wailing sounds of air-raid alarms, we could sleep all night. Tall Douglas MacArthur arrived in Japan with a pipe in his mouth and dark sunglasses — a surprisingly different sight from the Japanese generals we had been accustomed to seeing. American soldiers came even to Gifu, but we were not slaughtered.

I went back to school, though the buildings were only temporary barracks because of the bombing. I was happy to attend classes again, especially because now I could resume my English, which government policy had stricken from the curriculum

toward the end of the war. The principal and teachers began talking about the new ideas: democracy and freedom. In history class as anywhere else, we no longer had to be careful about the word "emperor." Everything had changed, and everyone seemed to accept the change like a change in the weather.

Then one day, an event that most violently shook the world of a 14-year-old took place at my school. My teacher, who had been with us throughout the war, came into the classroom as usual and told us to get our black ink and writing brushes used for our calligraphy course. He told the class to put the history textbooks on our desks and open the pages as instructed. He then told us to smear black ink with brushes on certain lines. The phrases that indicated the divinity of the emperor disappeared. The glorious and righteous advancement of the Japanese Imperial Army in China was erased. The pages of my textbook were suddenly transformed; they looked strange and repulsive with the smeared black lines. The class was

orderly, and my classmates seemed to be absorbed in doing as told, but I stared mutely at the eradicated lines of my history textbook.

The demolished house and the burnt diary I had taken stoically, but this was different. I felt as if I had been struck. I had no way of knowing that the teachers who had been controlled by the government during the war were now receiving orders from the occupational forces. Something inside me crumbled. For the first time in my life, I realized that the textbooks were not what I believed them to be. The comfortable world of conviction in which I had lived collapsed.

No longer could I trust teachers who so completely could change what they had taught. People were not trustworthy. Written words were not reliable. I had to begin my search for something dependable, something as yet unknown — but this time I would search on my own. I could no longer depend on anybody or anything. That day when I was 14, one thing was clear: I told myself that I would never study history again. ♦



The Raleigh, N.C., resident currently works as a freelance writer and Japanese/English language instructor.

The Doctor Is In

At 87, psychiatrist Ruth Pirkle Berkeley
is giving care, not receiving it

By Jo Hathaway Merriman '58



JOE PINEIRO

With courage born of curiosity, a blonde Agnes Scott graduate spent a couple of summers studying in New York, back in the twenties. The Yankees eventually found that behind the dimple and the charming manner lay the mind of a scholar and a steely determination to “have it all.”

After years of shuttling between her native Georgia and New York, she decided: Why not both a medical career and a family? Why not practice psychiatry, instead of those disciplines then considered “suitable” for women — obstetrics or pediatrics? Dr. Ruth Janet Pirkle Berkeley '22 never knew she was decades ahead of her time.

She still doesn't. Now designated a New York State Qualified Psychiatrist, she may both teach psychiatry and treat patients. Among a hatful of other medical affiliations is her certification by the American Medical Association through 1987, based on her awareness of new developments in her field. She conducts an active, specialized practice in psychoanalytically-oriented psychotherapy. Not bad for an 87-year-old.

She tells her patients: 'Don't opt for magic.'

Her niche in psychiatry lies between classic "deep analysis," in which the therapist usually keeps silent while the patient speaks, and directive therapy, in which the therapist tells the patient solutions to problems.

"I think it's cruel to stay silent," she says simply. "I just stimulate people's thinking so they can solve their own problems." Clear thinking and a no-nonsense attitude seem to characterize her low-key approach. Unlike some of her younger peers, Dr. Berkeley operates in quiet confidence from her Manhattan apartment on West 11th St.

**"I just stimulate
people's thinking
so they can solve
their own problems."**

In one-on-one exchanges, she heals minds. Enormous compassion, no coddling.

"No miracles," she stresses, "no quick fixes. With psychopharmacy now a part of public consciousness, people who want to straighten out their lives often expect me to give them tranquilizers and antidepressants." Instead, her patients get a homelike treatment setting and a responsive, even charming, analyst.

They learn not to "opt for magic," Dr. Berkeley notes. "When a pill helps, it does feel like magic. My patients become ready to observe themselves and to see what they do that causes them to make mistakes in their lives." They want to improve their relationships with themselves and other people, she continues. "They have motivation and intelligence, and they truly work at it. I don't do hand-holding. I encourage their independence from me." Dr. Berkeley sees seven or eight patients a day, five days a week. But, she adds, taking care of herself is as important as patient care.

"I'm concerned to keep myself in good working condition," she says matter-of-factly. "Only I can do that. My patients have their own problems. They have no reason to think about how I am feeling." Her personal prescription: She drives herself out to the country Wednesdays and Saturdays "to clear the air and renew my commitment to myself."

Her commitment to medicine has lasted 51 years. She giggles to think her former husband, Edmund Callis Berkeley, got her started. They were divorced in the 1950s.

After her graduation from Agnes Scott, the then Miss Ruth Pirkle taught biology on campus for nearly 10 years, achieving the rank of assistant professor. "I taught invertebrate and mammalian zoology, known as the 'cat course,'" she smiles, "and I, naturally, was known as 'Miss Pickle.'"

Her Agnes Scott education, she recalls, "expanded my horizons and helped me develop excellent study habits." Her 1917 diploma in home economics from Georgia State College for Women would be put to use after 1934, when she and Mr. Berkeley were married.

In an age when most women went from their fathers' homes to their husbands', the Cummings, Ga., native spent her summers studying biology at Columbia University in New York City, traveling between north and south, with a trip or two to the Far West and Canada. In 1932-33 she taught at Hunter College in Manhattan after a permanent move north.

The bridegroom, a Harvard University Phi Beta Kappa, reportedly was a mathematics whiz who became expert in actuarial statistics for insurance companies. In the 1940s he pioneered the use of early computer systems to compile and analyze statistics, with his wife's encouragement.

He had, of course, encouraged her to "go for it" when, at age 36, she was offered a place in Cornell Medical School's Class of 1938. His bride was then studying anatomy at Cornell Graduate School in Manhattan, located at the Cornell Medical Center. She had planned to complete her Ph.D. in biology.

"A couple of doctors I knew had mentioned my applying to Cornell Medical," she remembers. "Of course, I discussed it with my new husband. So on the honeymoon ship coming back from Europe, he sent a cablegram saying I would transfer from Cornell Graduate to Cornell Medical. He presented me with an accomplished fact! Right off the boat, I arranged for my entrance interviews, and pretty soon I had my medical school seat assignment."

Feeling rushed, Dr. Berkeley tried to stall. "I told my medical school professor I needed time to find an apartment, buy some furniture," she recalls, spreading her hands helplessly. "He said, in effect, 'All right, but do it fast.'"

His colleagues had already spotted her as talented physician material, potentially useful to themselves and their profession. She says that perhaps because she was older and married, she was not hazed with practical jokes in medical classes like most of the other female students.

**Colleagues had already
spotted her as talented
physician material, potentially
useful to themselves
and their profession.**

However, one rule was strict: no pregnancies. "I had just two goals at the time," Dr. Berkeley observes, "to get through medical school and to have a family. I had a miscarriage. The dean told me if I got pregnant again before graduation, I'd be out. No chance to return."

Those were harsh years for women in medicine. "The school charter said that a certain number of qualified women had to be admitted to each class. Still, women weren't readily accepted unless they were studying pediatrics or obstetrics," she smiles. "He always asked me, in particular, to describe the terrible things that could happen to the older primapara, or first-time mother."

In 1940, Laura Helen Berkeley was born. Dr. Berkeley was 42. Tests for Down's Syndrome were nonexistent; the child was wanted, and the birth an act of faith. Today, she is a scientist like her mother and lives with her family in Central America.

After achieving her first two goals, Dr. Berkeley now discovered there was more to learn, to gain.

**She had just two goals
at the time:
to get through medical school
and to have a family.**

After her 1938 graduation, instead of becoming a hospital intern, she was permitted to be an "extern," to live at home during her residency. During those years she worked with psychiatric patients at New York Hospital, then as now a leading center for medical treatment of mental health problems.

As World War II approached, psychiatry was considered an exotic branch of medicine. In America it was also a mysterious one. Could a mind really be healed like a broken leg? Could crazy Mr. Smith actually learn to live like other people? Reports filtering in from faraway Europe praised the work of men with such guttural-sounding names as Freud, Jung, and Reik; photographs showed Continental-looking faces.

Some in the New York City medical community were as xenophobic as the rest of the country. Some, like Dr. Berkeley, had a courage born of curiosity to discover more about this inner world.

Dr. Berkeley had new goals. She wanted to learn to manage her emotions and to improve logical thinking by developing the left hemisphere of her brain. Professionally, she needed to learn psychiatric techniques.

"Being a non-conformist, I did a daring thing: I went into analysis myself with Theodore Reik." The Viennese physician, a follower of Sigmund Freud, was then practicing in New York. After trying three other analysts, she decided to stay with Reik.

"I could take what was useful and push aside what didn't refer to my situation," she notes. "All he knew of women was the experience he had of them in his youth in Austria before World War I. He had not changed his opinions since."

"Still, he was an excellent analyst. He really did, as he set forth in his writings, 'listen with the third ear' or, you might say, read between the lines."

"Dr. Reik had a dry sense of humor unusual in prominent psychiatrists then. For instance, he had a delightful way of saying to men who were sadistic to their wives, who were in analysis with him: 'If you don't stop that, you'll drive her crazy!'"

A significant difference between 1940s psychotherapy and today's, observes Dr. Berkeley, is that then "people didn't talk openly about family problems in terms of sexual deviation." Because of social taboos, discussions of deviant behavior were held in a strictly private medical environment. Now with the awareness of gay rights and a broadening of psychiatric services, she says, troubled people routinely find solutions in church-sponsored group therapy settings and specialized clinics.

She grew up surrounded by traditional Southern customs regarding women, yet has seen the women's movement impact a major Northern metropolis.

**"If I hadn't liked myself,
I couldn't have
achieved the goals
I decided on."**

"Feminism was needed to awaken many women," the doctor asserts, "so they could get themselves out of the caves they felt contented to hide in. They weren't happy, they had yearnings, but no acceptable tools to express themselves."

"Women today still don't like themselves. They haven't developed themselves as women among women, or as women among men. They are placed too much in competition with men for them to discover their best selves. The result is that many women have trouble cooperating with either women or men."

"If I hadn't liked myself," Dr. Berkeley concludes simply, "I couldn't have achieved the goals I decided on." She advises others to set meaningful goals and ignore the tut-tutters who say, "It can't be done."

Like other older persons, she has coped with long-term care of a beloved parent, with deaths, with myriad disappointments of every kind. Still she seems to face the world with a fresh openness and curiosity.

At an age when many of her contemporaries expect to receive medical care, Dr. Berkeley is giving it. To her, that's simply the way things should be. ♦

Jo Hathaway Merriman lives in Noank, Conn.



Home Is Where You Make It

**Nostalgia can actually help us cope with stress
and change. The tougher problems
may be for those who have
never been homesick.**

By Ayse Ilgaz Carden '66

During one of her lectures at Agnes Scott, social psychologist Sandra Bem said that she came into her own as a psychologist when she was able to merge her personal interest in the equality of women with her professional interest in gender roles. Up to that point her research had failed to excite her. After this merging, however, she felt that Sandra Bem, the woman, became Sandra Bem, the psychologist. Her work became an extension of herself.

Recently, I started to experience the same sense of "coming together" as I undertook research on a new topic. It began with a request to speak to "Big Sisters" during orientation. When I asked their spokesperson what they wanted me to talk about, she said, "Homesickness — it appears to be quite a problem." As I studied my topic, I was surprised and intrigued to discover that psychologists know very little about homesickness.

As I groped for a better understanding, I talked to students and friends about their experiences. Soon I recognized that homesickness could be a debilitating experience for some students and that most students probably suffered from it some time during college. In September 1984 an Atlanta newspaper reported that, according to the director of student housing at Georgia Tech, "the biggest problem facing incoming freshmen is homesickness." The Black Cat production segment on homesickness during that same month showed a caring and sensitivity to the topic that I believe reflects its importance in the lives of new students at Agnes Scott. I also thought about my own encounters with homesickness. Three very different memories emerged, tied together in a rather fragile Gestalt: the Greyhound bus station in Baltimore, a black cake and a death in my family.

After three weeks on a Turkish merchant marine ship, I arrived in Baltimore one July evening in 1964. It was the first time I had been away from home in Turkey for any length of time, and it was my first trip abroad. One of the officers of the ship brought me to the bus station for the trip south. After giving me all the merchant marine "dos and don'ts" about America, he left me and returned to his ship. I had a few hours until my bus was scheduled to leave, so I looked around for a comfortable seat and, spotting one, sat down to wait. I felt independent, grown-up and adventurous.

After just a few moments, though, the enormity of what I had undertaken hit me for the first time with full force. I had left my family, friends,

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conjured up for me.**

culture — everything I had loved and cared for — to live in this strange place. I did not know a single American. From what I could hear around me, I wasn't even sure I could understand the language. I did not have any cultural cues to help me decide whom to approach and whom to avoid. While these thoughts ran through my mind, I wanted desperately to run back to the ship and sail home. I remember holding onto that seat until my hands began to hurt.

And then I cried. I remember embarrassment and disappointment in myself, but most of all I remember pain. Whenever I teach about conflict in my classes, I go back to those few minutes when I was torn between images of people and places of my past, images that my brain so temptingly conjured up for me, and the reality of the Greyhound bus station — from the Mediterranean sunsets and breezes, the faces of my

family and friends, to the stark lights, the muted colors and the strange-looking and strange-speaking people of that cavernous room.

During those few minutes, I almost made the wrong decision. Then something wonderful happened. An older woman came and touched my shoulder. In a conspiratorial tone, she asked if the man sitting next to me was bothering me. I had been oblivious to him; the way I had been crying and carrying on, I am surprised he remained seated there. I don't know how he felt when he heard her question; I know I felt wonderful.

This sign of caring when I least expected it was so overwhelming that I started to cry even harder. Unable to stop long enough to tell her anything, I kept crying. She sat next to me, pushed the man aside, held my hand and said, "That's all right. I'll wait until you can tell me." So there we were — two total strangers separated by oceans and cultures, united by a bond of humanness.

I told her everything; she listened. I discovered I had quit crying along the way. She gave me her name and address, told me she would be my friend and family here. If I needed anything, I was to call her "collect." She missed her bus to California to see me off. As we waved goodbye, I knew everything would work out.

Probably most of you have had similar experiences. Someone in every American family's past has shared some of the feelings I experienced setting foot on this soil as an immigrant. You bring your old world within you and try to learn to live and love again in your new one. In this perpetual marginality is hidden the great richness of America — the value of diversity.

As was true in my case, physical separation from people and places we love is the most frequent precipitating factor in homesickness. In fact,



The campus, too, has changed. Agnes Scott Hall (center) is the only part of campus that dates back to the early 1900s when this photograph was taken.

scholars initially believed that homesickness was an organically based disease. Despite the fact that psychological therapies became increasingly more acceptable, homesickness continued to be conceptualized as a disease caused by physical separation. Thus the word homesickness quite accurately reflected the core of early attempts to understand this intense desire to be reunited with people and places we love.

However, as is true of many areas of research, scholars gradually began to understand that the concept was probably inappropriate. With society's increasing mobility, the concept of "home" began to blur. And increasingly the disease or sickness interpretation became suspect. The term "nostalgia," (from the Greek terms *nosos* [return] and *algos* [pain]) came more and more to describe the feelings associated with homesickness. Acceptance of this term illustrates a gradual realization that the desire to go back has to be defined more broadly and not be limited to the concept of home.

Writing in the 1950s, psychologist Charles Zwingmann illustrated the richness of this new concept with the term "nostalgic reaction." Nostalgic reaction has to be seen, Zwingmann argued, not only as a reaction to physical separation but as a reaction to change in a temporal sense . . . to change, not only as an abrupt event, but as an anticipated event of nega-

tive personal significance. This element was certainly present for me at that bus station — the dread of an unfamiliar future, the fear of change. I experienced a similar feeling when on my 40th birthday, some of my friends presented me with a black birthday cake. The color matched my mood perfectly. The cake disappeared fast, but my mood lingered on.

Zwingmann points out that this society and many others encourage nostalgic reaction because of their attitudes toward aging. We value youth, beauty, vigor. We tend not to respect old people, nor do we see them as wise. In doing so, we teach our children to fear the future and be anxious about the passage of time. Verbal expressions such as "killing time," "losing time," and "stealing time," bear witness to this.

Zwingmann also notes that women anticipate aging with grave consequences that we are culturally conditioned to fear — losing our physical and sexual attractiveness and our ability to bear children. For men old age often signals the end of productivity and achievement. Increasingly, this is also true of women. Both men and women fear the isolation of old people's homes and dependence on other people. We often make attempts to escape that fear through nostalgia, when the past is remembered in all its exaggerated glory.

An important point about nostalgic reaction is that the intensity of the desire to return to the past generally is due less to the attraction of the past than to the inability or *perceived inability* to cope with the present or future. In this conflict the individual sees the past as increasingly and unrealistically attractive.

Experiences including both the physical and the temporal aspects of nostalgic reaction are particularly critical for the individuals involved, as I discovered upon my father's

**We value youth, beauty, vigor.
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death two years ago. I had a tremendous longing for the way things used to be. My initial emotions were intense sadness and despair. Gradually, however, happy memories began to emerge. I found that by focusing on these memories I could keep my father within me and allow my life to continue.

A death in one's own family, especially a parent, is a remarkable experience of nostalgia because it joins the physical and temporal aspects of the phenomenon. Death's physical separation is final. This temporal aspect achieves a new intensity when one has to face a

future in which one will never be a protected child again. Here, one has to come to terms with one's own mortality. But in this nostalgia there are the seeds of healing.

When people are nostalgic, the experience involves both pain and happiness; this, says Zwingmann, is the nostalgic paradox. The happiness provided by memories becomes the medium through which the individual can maintain a core of identity and make the transition to new conditions. Thus the nostalgic reaction bridges the past and the future, and has an important role in preserving the individual's mental health.

Some people show extreme forms of nostalgia, known as nostalgic fixations. Others show no nostalgic reaction. A person without nostalgia is someone who has trouble with affiliation and attachment and therefore is likely to have mental health and adjustment problems. The disease concept of nostalgic reaction then should apply to both its extreme and lasting presence and to the total absence of it.

At one extreme is someone totally unable to cope with change, who begins to live in the past. At the other are individuals with considerable anomie—with no sense of identity or roots. At moderate levels, however, nostalgic reaction should help individuals maintain a sense of continuity and identity during times of change.

Change is a highly complex phenomenon. Equally complex is the adaptation to change. "What is sought when change is introduced is a modification of individual attitudes, both in their cognitive and their affective components, and an actual change in behavior," says Frederick Glen, a social psychologist. Since all change requires modification of behavior patterns we have become used to, there is often a

A person without nostalgia is someone who has trouble with affiliation and attachment.

struggle—if not outright crisis—within individuals confronting change. Quite often, says Glen, "(t)he security of the familiar situation, even if less than ideal, and the anxiety over the unknown or uncertain effects of change militate in favor of the status quo." "Better the devil you know than the devil you don't know" and "Better safe than sorry" communicate this feeling of anxiety in the face of possible change. The tug of the past is especially acute when change is all-encompassing, unexpected, too fast, or perceived as discomforting.

Psychologists have a responsibility to discover effective ways to introduce change that will enhance the ego-continuity function of nostalgic reaction—methods that create the kind of milieu where the pull of the past and the lure of the future can be reconciled.

As we plan for change, we must remember to balance continuity and change. We should always change *toward* something.

The goals of change involve our identity as individuals and as an institution. People charged with affecting change at the institutional level must be particularly sensitive to the needs of individuals. They have to try to delineate effectively the continuities in experience and identity. They should demonstrate and actively encourage nonjudgmental, informative communication. They should be willing to listen to people talk about their nostalgic experiences without ridiculing or belittling the individuals involved. These communications should be seen as opportunities for sharing and learning, for bridging between the past and the future. This attention to individuals

also recognizes the human being as the core of an organization. People are not pegs in a system; they *are* the system. Our institutions belong to all of us, not to the individuals among us.

Change is best achieved through willing cooperation toward a common goal, working in an environment where the human being—at an individual level—matters. By encouraging motivated participation and preventing extreme nostalgic reaction and alienation, the move toward the future can be made without institutions losing their sense of identity or purpose.

Finally, it is important to recognize that we will feel nostalgia more severely during certain periods of change in our lives and that certain occasions make us more susceptible to such reactions. Freshmen receive extensive orientation because we recognize the first year of college as such a period. Graduation from college and retirement from one's lifelong career deserve at least as much orientation and care. Immigrants, old people, chronically sick individuals and people in new surroundings are other groups likely to be affected. Birthdays, national, religious, institutional celebration days, and days of personal suffering, are occasions when we tend to feel most nostalgic. We should take special care to make these occasions affirm the identity of the individuals and groups involved.

One of my fondest memories of my student days at Agnes Scott is receiving a letter from Dr. Alston on my birthday every year. Even if the rest of the world forgot me, I was sure his letter would be in my box that morning, and it always was.

The keys to good change and good nostalgic reaction are inclusiveness, sensitivity and care. Given these, we can all face change and grow in the process. ◇

Ayşe Ilgaz Carden, professor of psychology, is on sabbatical in Turkey.

Walking A Fine Line

A protestor's crisis of conscience:
When is it right to break the law?

By Winona Ramsaur '78



It's unbelievable the hatred that you find coming out of people when they see others protesting the American way," remarked the woman I happened to find myself walking beside in the march. In her 50s, she was one of 20 who planned to do civil disobedience that day by entering the Kings Bay Submarine Base at St. Marys, near Georgia's Cumberland Island. Pinned to her shirt was a picture of her four grown children, people she didn't want to lose in a nuclear war.

Beside her walked a priest in his mid-30s who was also there to enter the base illegally. His black, neat hair was graying slightly and he wore a clerical collar. He seemed comfortable relaying orders from the back of the line to the front. "We need to move closer together." "Slow down up there." But as he talked to us he seemed self-conscious. He showed us the picture on his slender chest — his mom and dad, two sisters and himself at a sister's wedding. His dad was a retired military man. The priest said he writes letters to his parents trying to explain what he feels.

The woman and the priest were going to break the law to dramatically say "No" to nuclear weapons, both personally and as a public statement that would help alert others to what is being bought by the American people.

Our group came to the only intersection in our three-mile walk. The talk stopped suddenly when a police car swerved in front of us. A policeman jumped into the middle of the street. He held up his hand to stop traffic while all 160 of us scurried across. I heard myself gush a little-girl "thank-you" to him.

We now walked along U.S. government-installed sidewalks beside highways recently widened into undeveloped forests. Feeling the warm breeze hit my face, I pulled off my sweater. I looked out into the cars

that passed, at the faces of those who turned to see us and those who never glanced toward our long line. It seemed to me that all of us were grasping at ways to deal with a world that sometimes felt out of our control.

Soon we came to the high fences of the base. We saw the jeeps inside coast by, the uniformed men in sunglasses talking on walkie-talkies. I guessed that they talked much more about us with our banners than about the nuclear submarines cruising quietly beneath the waters nearby. Twenty new Trident submarines would start arriving in 1989, each one carrying 4,000 times the power of the Hiroshima explosion. "They're orderly so far, sir," they reported.

We sat in the grass near the base's bricked entrance and the tiny glass booth. Armed soldiers saluted those through who had correct IDs.

We prayed and sang, and then the 20 stood. A woman in her 70s commissioned each of them with chosen words and a hug. Then they started to walk up the drive to the gate of the base.

A woman in a wheelchair was leading the way when a stranger ran up and stood in front of the wheelchair. I couldn't hear what the young man was saying, but he was angrily waving his arms. Leaders from our group hurried over to talk with him, but he wouldn't move out of the way.

Minutes passed, and still he danced back and forth when anyone tried to get past him. The police who lined the other side of the drive and the soldiers on the base watched curiously to see how our nonviolent group would handle this.

Finally, two men and a woman from our group put their bodies shoulder to shoulder and began pushing this man to the side, while he kept yelling.

My mind pictured a knife coming out of his pocket. I saw the vulnerable chests before him. But when they reached the side of the drive,

the four sank together onto the grass and prayed. Apparently the man was very religious, and he felt that breaking the law was immoral.

Now the group moved closer to the gate, and an intercom repeated over and over, "This is U.S. government property. It is illegal to trespass upon U.S. government property. This is. . ." The base commanders had been told earlier exactly what would take place, and the rest of us stood far back now, so the military officials would not worry about the crowd.

In groups of four, the 20 walked through the gate and were taken away by guards. When I saw the two I'd walked with, I found myself shivering. I knew how nervous it made me to be stopped for even a traffic violation. All the thinking through and believing that this is the right choice at this time can't make the experience enjoyable as the guard takes someone by the arm and leads them away.

My mother had taken me by the arm before I'd left to come here. She said, "Go to the protest if you've got to, but, Winona, don't you dare get yourself arrested." Yet, when the 20 were gone, the rest of us wandered around, slowly scattering as if we didn't know where to go now.

Why did I feel for those people who'd broken the law? Especially when I'd been reared in a hardworking, law-abiding family. My dad for years worked 70 hours a week at a grocery store, and my mother sewed all our clothes and took us to the Baptist church every Sunday. The only daughter, I was also brought up to be submissive — to plan anything else I wanted to do around having and rearing babies; to do the dishes, clean up, and hang and fold clothes without even noticing (much less criticizing) my two brothers who sat and watched. "You look so much prettier when you smile, dear," I was told.

But there were always contradictions, and for me it was watching my mother (years later a top-notch realtor) slotted by society into a 1950s housewifery that she wanted to love, assuring her necessity to us by directing each puzzle piece into its space. Eventually came the adolescent yelling and bitterness — the refusal to smile with a mother who couldn't acknowledge that she'd reared me any differently from the boys. She had just spoiled me perhaps, she said. I knew the contradictions, but I will always have trouble accepting them.

At Agnes Scott as a day student for my last two years of college, I drank in all the words spoken in class, the examination of motives and character in human beings. I was starved to see truth searched for and respected, conventional standards set aside. I don't think I realized at the time that all the learning was only the beginning of a continuous re-examination of personal beliefs and a constant questioning of any established social order.

This sort of questioning is still going on at Agnes Scott. I observed a debate in Professor Gus Cochran's modern political theory class last spring. About 15 freshmen and sophomores in a small classroom took on the subject of sanctuary, the action taken by churches and individuals who oppose U.S. immigration laws by protecting or harboring Central American refugees.

"There is a higher authority than government, and that is conscience," said a young student dressed in heels and the business suit of the '80s. She sat with two others on the pro-sanctuary side at the front of the class.

"But aren't there other methods to satisfy the conscience?" one of the three against sanctuary answered. She had a sure voice but her eyes hid behind blunt-cut bangs.



Professor Connie Jones, chair of the sociology department.

"Other means are being explored. But these aren't fast enough," the well-dressed young woman explained.

"Wouldn't it be faster to work to help the situation in a particular country than to let the whole country come here for sanctuary? Then change the government? Then send them all back?" another said with a laugh.

"Look, civil disobedience provides a platform to let people know what's going on. If it were not for civil disobedience in the past — for women to vote, during the civil rights actions of the '60s — we wouldn't have the laws we have today," another student countered.

"Sure. In the past," the other side agreed. "But not today. Today it's not necessary." Pointing out that sanctuary was a "romantic act" that in reality was "illegal, a felony," this side concluded that concerned people "should instead be working through the immigration laws."

While remaining objective in class, Professor Cochran admitted that he finds himself more on the side of John Locke than on the side

of Thomas Hobbes. (He had assigned readings in the two philosophers to students before the debate.) While Hobbes claims it is never right to resist authority, Locke justifies civil disobedience under certain conditions. "I have to go with Locke's position," Cochran says, but adds, "the alternatives to breaking the law as a means of protest in a democratic society are important, too."

Breaking the law used to be a necessary part of daily life for Myrtle Lewin, assistant professor of mathematics at Agnes Scott. As a white South African, she lived in a country where there are strong social pressures against visiting friends across the color line, "job reservation" laws that favor even ineffectual whites over blacks, and "pass laws" (some recently abolished) that restrict where blacks and whites could live or work.

Lewin remembers her dentist who hired a black woman as his hygienist. He was prepared to sacrifice a segment of his clientele; he may have been breaking a job reservation law as well. Lewin's family had a live-in black housekeeper, and the law forbade the woman's husband to live there, but he did. The Lewin family

"The alternatives to breaking the law as a means of protest in a democratic society are important, too."

accepted the fact that in making available to this couple a kind of sanctuary, their house could be raided at any time. This type of civil disobedience was merely "working around the laws all the time," or "one way of fighting a bad system," Lewin says.

Another type of civil disobedience that has more directly tried to change

apartheid in South Africa is membership in banned political parties. In the 1960s, Lewin had many friends who, unknown to her, were members of the South African Communist Party (a party of liberation which supported a government by all people and contained "lots of die-hard capitalists.") This group carried out "symbolic sabotage" by blowing up electrical installations and other strategic targets. Although the group said they wanted no one hurt, their actions sometimes turned sour and injured or killed people.

"Nonviolence, as Martin Luther King understood it, does not seem to fit into the particular situation in South Africa," Lewin says. "The government must know that it has to bend. But its bending has always been in response to all kinds of pressure, which includes economic boycotts carried out by blacks against white stores, as well as black rioting. This bending usually comes too late, seldom with goodwill, and always after attitudes have hardened," she adds.

In 1980, Lewin and her family left South Africa. She gave up a tenured university teaching position in Johannesburg and now considers herself a refugee by choice, politically estranged from her birthplace.

In Professor Connie Jones' classes, students examine nonviolence as an important part of civil disobedience. Jones, chair of the sociology department, talks about Gandhi and the role of nonviolence in all his acts.

"Gandhi believed that the ends don't justify the means," Jones says. "Since he could have died in the middle of the process of change, he would not do nasty things for a good end." She points out that an "us versus them" view is the basis of all intergroup strife. The spirit of nonviolence for Gandhi involved seeing

the other person as like oneself and seeking to win him or her over.

"Susan B. Anthony said that resistance to tyranny is obedience to God, and I believe that," Jones says. "But when you're sitting in the mid-

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dle of a world that ticks along with a set of laws which it claims to be just, it's difficult to see the injustices clearly. They're so many that they slip through the cracks." She pauses a moment, thinking through her words. "Yet the problem, too, is one of hope. I would do all kinds of things if I knew that my breaking the law would change things, but how can I know?"

The Presbyterian Church in the United States, instrumental in the history of Agnes Scott, has long supported nonviolent civil disobedience. In a recent "Presbyterians and Peacemaking" study paper, civil disobedience is described as that which is "rooted in conscience and

not mere self-interest"; is open, not hidden; and is done "with awareness of the penalties and willingness to accept them if finally assessed."

At least one current student at Agnes Scott, Jackie Stromberg '87, is prepared to do civil disobedience at some time in the future "if the cause is just." At present, she is part of the support group for those arrested at Congressman Pat Swindall's office in Decatur in opposition to the Georgia Republican's support of military aid to the contras in Nicaragua. As a member of the group Pax Christi, Stromberg has taken a vow of nonviolence for her own life, "in the hope that if violence is eliminated on a personal basis, this will extend to the wider community."

Local issues sometimes demand strong personal responses as well. Sherry Schulman, now a DeKalb County, Ga., commissioner, attended Agnes Scott in 1977 and 1978. In 1983 she felt compelled to take a strong stand to stop the state Department of Transportation from cutting down trees to make way for the Jimmy Carter Presidential Parkway. She knew the DOT was breaking the law by cutting trees on land the state did not yet own. People got together, methodically found out about civil disobedience and how to go about it without violence.

"It was not a frivolous decision," Schulman makes clear. In fact, she was not planning to be arrested until a couple of months later when she began to feel completely frustrated in her efforts to communicate with officials. She was arrested the same day as another elected official, former state representative and Atlanta city councilman John Lewis. Says Schulman, "There were two reasons civil disobedience was necessary. One, to actually delay the construction and cutting of trees until the court date and two, to keep the issue before the public."



Frances Freeborn Pauley '27: "You've got to have people who'll test the laws."

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Living Gently

In the beginning was the revelation: as feminism began to make us aware of discrimination against women, we came to realize that when women were victims of special kinds of violence, they were often victims of social scorn. Even the law sometimes offered less protection. We caught fire. We rallied, we protested, we lobbied. We opened hot lines, support groups and shelters.

And we saw change. Consciousness was raised. Slighting remarks about victims — and women as victims — were condemned. A New York weatherman was fired, and a Wisconsin judge impeached as a result of public outrage over their comments about rape victims. Agencies responded with specialized training, with policy changes, with victim service units and, most important,

The violence of our culture
penetrates our families
and our streets



BILL BEDGOOD

with changes in the law. Those of us who had known the old days rejoiced — and took hope.

Then slowly we realized that, although things were better, there was still much to do. The problems — and their solutions — were much more complex than we originally believed. Although we have continued to believe strongly and passionately that no one *deserves* to be a victim of violence, we found that all too often victimization is not random. Some individuals are more likely than others to be targeted. Indeed, systems within certain families and within the larger culture encourage violence.

In this context we need to remember that as a culture we remain fascinated with violence — from Shakespeare's tragedies and Sylvester

by Katherine White Ellison '62

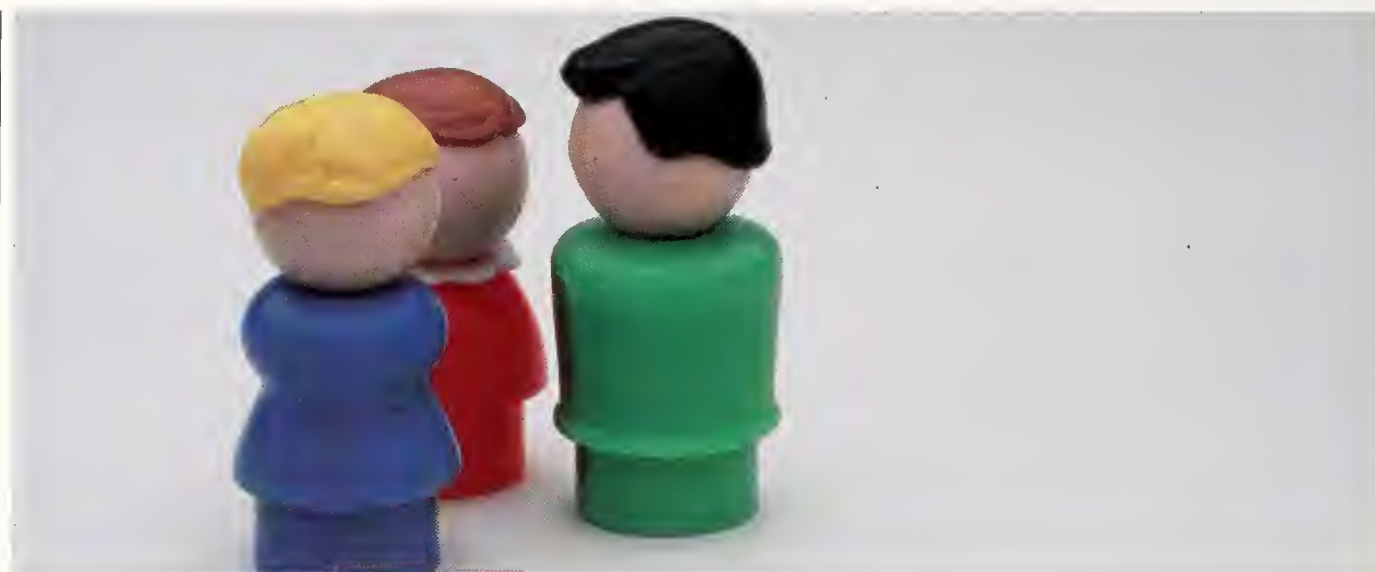
In a Violent World

After her graduation from Agnes Scott, Katherine White Ellison received a Ph.D. in social/personality psychology from the City University of New York. Dr. Ellison is a national consultant to attorneys and police departments in cases involving sex crimes, eyewitness identification and sexual harassment. "Living Gently in a Violent World" is excerpted from her address at the Violence Against Women Symposium held this past spring at Agnes Scott.



BILL BEDGOOD

Abuse can be emotional as well as physical,
neither sex has a monopoly on this
type of abuse. And often in the next
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Stallone, to terrorism and “we’ll show them” retaliatory bombings with little real military impact. We see violence as a quick-fix solution and we increase our military budget at the expense of human services. We applaud leaders who advocate such tactics. In policing, we spend more time teaching *how* to shoot than *when* to shoot or how to minimize the chances that a situation might escalate to the point that shooting would become an option.

Those of us who continue to deplore violence came to realize more clearly its complex, interactional nature. We saw women who wanted the advantages of liberation, but were reluctant to accept its responsibilities. We found that some of the people whom we had tried so hard to help resisted our best efforts. Women returned to battering husbands, found new batterers or men who abused their children. Sexually abused children turned to the exploitative sexuality of prostitution, and physically abused children themselves became abusers. People used us against family and friends. Some even lied to us about abuse and rape.

We realized that abuse can be emotional as well as physical and that neither sex has a monopoly on this type of abuse. Emotional abuse

can be more devastating than physical abuse — especially when it is subtle.

We saw ordinary people going overboard because of their fears of rape and, particularly, of child abuse. Women were living their lives by a “rape schedule,” and teachers, youth advisers and child care workers became afraid to hug or even to touch their children for fear of misunderstandings or false accusation.

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We saw the more subtle signs of the abuse and degradation of women in sexual harassment, in advertising and in popular culture. We discovered that some women approved of these practices. Indeed, I often think that the reason oppression works so well is that it gets so much help from the oppressed. Thus we saw young women responding positively to advertisements that show women in chains and dancing to songs that celebrate abuse. Research told us that women may be just as likely to blame victims of rape and battering

as men; my own research indicates they are *more* likely to do so.

Even those who cared most sometimes slipped into the trap of patronizing women — especially women who have been victimized — by somehow suggesting that society should expect less of them because of their special status. This trap allowed these women to escape responsibility for assuming control of their own lives, and may have allowed them to turn counseling sessions into “one great hour of whining.”

Then public interest waned. New “hot” topics came along.

We ourselves became emotionally battered. As we worked with the problems of violence, the complexity of this issue became increasingly apparent. We became aware of our own limitations. We saw that many of our agencies gave lip service, but too little support — both financial and emotional. We found out that we were fighting among ourselves for scarce resources. We burned out and we despaired.

A problem, I think, comes from equating gentle with meek, or in the current idiom, wimp. To avoid this, I would like to revert to an older, less common usage, better expressed by the synonym “genteel,” which means honorable. With this usage, the term



BILL BEDGOOD

"gentle" may be applied to both men and women without stigma. We need to remember that many men are appalled by violence between the sexes or generations and that because we are caught in the same systems, such violence hurts us all.

Now the charge:

Much has been done. Many of the people present at this symposium have been in the vanguard. Some of you in the audience would have had much to teach those of us who have been speakers.

Much remains to be done. The task ahead will be difficult. It will require subtle, sophisticated strategies. In addition to the flamboyant politics of confrontation, we will need the complexities of conflict management.

Let me speak now to those of you who toil in these vineyards. Let me speak to you about yourselves. As I worked with victims, I realized that the same reactions I had been seeing in them, I was seeing in those to whom they turned in their crises.

This leads to the subject of burnout. It is true that some people never burn out. *They were never on fire to begin with.* Burnout is most common among those who initially cared, perhaps too much.

However, burnout is not inevita-

ble. In the extraordinarily stressful work that you do, your needs are the same as those of the people with whom you work. They are the sense of meaning or purpose to what we do — the support, the ability to predict, to know what to expect, the perception of control over our lives.

Stress management also involves changing the way we think about ourselves and about the world. Often *it is mind over matter.* If you don't mind, it doesn't matter. Human service workers need to suppress inappropriate rescue fantasies and, indeed, to remember that God's job is taken. They need to be able to laugh.

Care for yourself. You make a differ-

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ence. Remember that although abuse is never good, many people who suffer terrible trauma go on to be strong, vital, productive and happy. Often it is the support of others to whom they turn in crisis that gives them the push to survive and to thrive.

To those of you who have never had direct contact with problems of

abuse such as those described today, I hope you will never have personal need for this knowledge. If it is not so, remember that crisis, such as that caused by abuse, has the potential for opportunity as well as danger. Realize also that you too can help — particularly in resisting subtle violations and oppressions. Laws and attitudes have been changed because ordinary people like you cared, and expressed your caring in action.

Even though we sometimes feel overwhelmed and wonder about the value of our puny efforts, we all must continue to do what we can. We cannot wait for others to change attitudes or, on a more grandiose scale, for society to change. We cannot ignore the plight of victims now. As one of my police mentors says, "You can only bloom where you are planted."

Finally, the benediction:

Go forth into the world in peace. Be of good courage.

Hold fast that which is good. Render to no one evil for evil.

Strengthen the faint-hearted, support the weak, help the afflicted, honor all people.

Go forth gently, honorably. You have made a difference, you can make a difference. ♦

WALKING

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In regard to getting arrested, Frances Pauley '27 says, "I'm chicken in that way, but I've always admired those who didn't mind going to jail." Pauley, 80 now, tells of a young friend who was recently arrested at the state capitol for protesting capital punishment. "That girl is the kind who would take a roach outside instead of killing it. She visits prisons regularly, and she just plain lives her beliefs. When I saw them lead her out of the courtroom in handcuffs, I wondered just what the world was coming to," says Pauley.

"You've got to have people who'll test the laws and get the bad ones changed," Pauley explained. But she recalls she also relied on the police. In the late '60s she witnessed many arrests during civil rights actions in Georgia when she served the Student Nonviolent Coordinating Committee as an observer, a person who watched and telephoned the police if protestors were threatened.

Pauley recalls being in Savannah during protests focused on opening hotels and restaurants to blacks. For example, demonstrators would block the doorway of a cafeteria until police carried them away. She remembers standing at night on a street corner packed with whites, overhearing talk "bursting with hatred and bitterness." She used to try to convey the intensity of these feelings to the black leadership and her friends, begging them to "please be careful."

Today Pauley works for the poor as she has done for years at Emmaus House. She educates and lobbies the Georgia Legislature through an organization called Georgia Poverty Rights. People don't understand, plus they just "don't like poor people," Pauley insists. She recalls years back when black kids in Scottdale, Ga., had only contaminated water to drink, and she and others



worked hard, though with little success, to get the county to run a water line to the community. "There was a feeling that the water there was already good enough for black kids," Pauley says, then adds, "It takes laws to change things. Still today, though, there are people in the school system who want to keep the races separate."

"Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator?" asked Thoreau in his famous lecture, "Civil Disobedience." Pulling from

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the same Thoreau text I had studied in English class at Agnes Scott, complete with scribbled notes in the margin, I read, "Even voting for the right is doing nothing for it. It is only expressing to men feebly your desire that it should prevail. . . . Cast your whole vote," Thoreau wrote, "not a strip of paper merely, but your whole influence. A minority is power-

less while it conforms to the majority; it is not even a minority then; but it is irresistible when it clogs by its own weight."

The day after the St. Mary's protest, my husband, our 2-year-old daughter and I went to nearby Cumberland Island. Never having been there, I did not know trees could grow so huge and their branches become such canopies of thick vines. On the beach, my daughter laughed and played. She tried to hold down her shadow with her hands and step away from it.

Returning to the mainland on the ferry that evening, I looked back toward Cumberland and wondered what all the dredging for the submarine base would do to this island. I looked down into the water below us, knowing that already nuclear submarines docked at Kings Bay. They could be moving silently beneath us even now. I wondered what was going to happen to us all.

When the ferry reached the shore, all the passengers crowded down to the back deck of the boat to get off. But before the ferry was lined up at the dock, the motor next to us gave a final sputter, its dust and smoke surrounding us. The smell was sickening. I covered my daughter's face and tried to hold my breath until it was gone, but I couldn't. I stood there in the darkened air with all the others, with no way out.

To me, nonviolent civil disobedience is a respectable act of desperation. It is saying no loud enough to a society that sometimes doesn't hear very well. Saying no so that people nearby can know other human beings stand with them, even when they cannot see each other. ♦

Winona Kirby Ramsaur lives with her husband, Ralph, and daughter Jessica in Decatur, Ga.



The last weekend before classes began, workers were putting the finishing touches on the buildings.

Restored residence halls welcome students back to campus

A campus Labor Day gala marked the public reopening of Agnes Scott and Rebekah Scott Halls.

They date back to the College's earliest days. Agnes Scott Hall once housed all classrooms, administrative/faculty offices and dorm space for the College. Rebekah Scott Hall came some 15 years later. After a yearlong renovation, these two residences are again open to students and ready to serve the College's second century.

Taking advantage of smaller class sizes, the College condensed the original two-year project into one. "We saw a chance to close both halls, do them at the same time, and save about \$300,000," said Gerald O. Whittington, vice president for business and finance.

Among the most sought-after residence halls on campus, competition was particularly fierce to move into Agnes Scott and Rebekah this year, according to Associate Dean of Students Mollie Merrick

'57. "Every bed will be taken," she noted. "We decided that we will not use double rooms as singles in these buildings, because they are so popular," she explained. "If someone wants a single, and none are available, then they'll either have to move to another dorm or find a roommate to share a double."

Agnes Scott Hall has 20 singles and Rebekah 17. The rest of the 168 rooms are doubles, triples and quads. Although the Administration has previously limited Inman, Agnes Scott and Rebekah Halls to upperclasswomen, first-year students live in Main this year as well. Gué Hudson, dean of students, said they decided to include freshmen because "upperclasswomen can carry on tradition the best. They can teach freshmen what Agnes Scott is all about."

"There have been a lot of changes and a lot of moving," continued Dean Hudson. "I think the developmental stages of 18 to 22-year-olds

need stability. They have been in motion. But I think the students have handled it well."

Both residence halls boast new beds, refinished floors and oak chests in each room. As with the Inman Hall renovation, alumnae donated much of the furniture in the dorm's public spaces. Frances Steele Garrett '36 worked with an alumnae committee and Jova Daniels Busby Architects to secure and restore the furniture.

Administrative offices will occupy the lower floors of both halls along with parlors and meeting and conference rooms. The offices of the president, dean of students, financial aid, career planning and health services moved to Main in August. Admissions, the College chaplain and the director of student activities relocated to Rebekah.

Walters Hall is next on the renovation list. It will close for repairs to the heating system and other minor improvements.

Track completes first phase of PE project

When students arrive on campus this month a new track and field will be waiting. The track will be the first in the College's history, and the first phase of the new physical education center project. The new field will alternate with the overburdened playing field behind the library.

"Students are expecting facilities at least as good as those they grew up with," said the College's vice president for business and finance, Gerald O. Whittington. The 400-meter track has six lanes surrounding a natural-grass field. The project took nearly a year to complete at cost of about \$940,000.

Designed by Robert & Company architects, the field has a state-of-the-art drainage and irrigation system, said Whittington. Inadequate drainage makes most fields muddy and virtually unusable after a heavy rainfall. The new field has a 2-inch layer of topsoil over a layer of sand. When it rains, water percolates through the top layer, flushes through the sand and is caught in an underground collection source.

Although its design boasts the newest in technology, the new track and field lacks lighting. Nighttime illumination would interfere with the telescopes at Bradley Observatory.



LYNN DONHAM

Windows, arch and other Hub treasures will reappear in student center

This summer, the College community said goodbye to an "old friend." During July demolition crews carefully dismantled the Murphy Candler Building, affectionately known as "the Hub." Though much loved, through the years the building had become a safety hazard, according to Gerald O. Whittington, vice president for business and finance. "It would fall down of its own accord if we didn't take it down," he said. The administration barred students from the second floor for some time, and the Department of Public Safety moved from the basement because of chronic flooding and foundation problems.

The Hub will be gone, but not forgotten. Certain architectural features preserved during the demolition will find a home in the new campus center. The crew saved the leaded-glass windows, the arch over the front doors, some interior light fixtures and the capstone, or piece of masonry bearing the words



"AD 1910," before beginning their task. In addition the contractor saved about 2,000 bricks to use as gifts for College donors, noted Mary Leslie Scott, director of the annual fund.

College master plans called for the Hub's removal as early as 1940, but the College could not afford to do so until now. If everything goes according to schedule, the old gymnasium will become a student center by next year. Whittington and Dean of

Students Gué Hudson '68 announced tentative arrangements for the coming year. They hope to convert the Terrace Dining Hall into a temporary student lounge and television room, while the lower level of Walters Hall would serve as a game room.

The Hub was the College's original library. Its collection soon outgrew the space and the building became a student center in 1936, when McCain Library was built.

The College plans to land-

scape the site on which the building stood. Landscape architect Edward L. Daugherty will go to work as soon as the dust settles. The College wants to shore up the rest of the campus as well, since many of its trees are either dying or nearing the end of their life span.

Most of the trees on the front campus lining East College Ave. are "volunteers" — they just took root and grew. Mostly oak trees, they have a life expectancy of about a century. In addition, an arborist confirmed that Dutch elm disease is killing the elms lining South McDonough Street. This condition is methodically destroying the nation's elm population.

"We have to start a tree replacement program so the College will always have those high canopy trees," said Whittington. "We're trying to make sure it's the most beautiful campus possible by the centennial, and that it will survive another 100 years."

Foundation earmarks \$255,000 for Global Awareness

Agnes Scott's Global Awareness Program has received a \$255,000 grant from the Jessie Ball duPont Religious, Charitable and Educational Fund. The two-year grant will provide student scholarships and development costs for foreign study under the Global Awareness Program.

Said Dr. John Studstill, program director, "This grant is extremely important, not only to assure the continuance of our program for the next two or three years, but also to assure the possibility

of a very high level of participation and quality by making study available to all our students." He added that one of the program's original objectives was to enable every student to participate, regardless of economic status.

Although funds will not officially be available until next spring, planning is already underway for five new programs, to be offered next summer and during Christmas break in 1987. Possibilities include study and travel in Ecuador and the Galapagos Islands, Taiwan, Greece, England and Burkina Faso.

The latter is the home of Decatur's sister-cities.

"We want to bring Agnes Scott and its students, faculty and staff into closer communication and cooperation with as much of our world as possible," Studstill explained. "We want the program to enhance the quality of education at the College and contribute to greater mutual understanding and harmony between all the people and cultures of the global community." The program, he hopes, will also bring more international students to Agnes Scott for study.

Tell us about Outstanding alumnae

The 1986 Agnes Scott Awards Committee is accepting nominations of alumnae until Nov. 30 for Service to the College, Service to the Community, and Distinguished Career. Letters of recommendation should specify the award for which the alumna is nominated, as well as why she has been selected. Mail recommendations to Awards Committee, Alumnae Office, Agnes Scott College, Decatur, GA 30030.

Dorothy Quillian Reeves '49
Awards Chair



A Big Apple Holiday

Join the Agnes Scott Alumnae Association Dec. 26-30, 1986, for a holiday gift of art and theater in New York. A highlight of the trip will be the van Gogh in St. Remy and Auvers Exhibition at the Metropolitan Museum of Art. Other special activities include:

- ☐ the Whitney Museum and John Singer Sargent retrospective
- ☐ two evenings of theater
- ☐ architectural tour of lower Manhattan
- ☐ lecture tours of special private and corporate collections
- ☐ SoHo tour led by an art expert
- ☐ "Backstage at the Opera" tour of Lincoln Center
- ☐ opportunities to meet artists and performers at receptions arranged just for us.

This four night and five day trip includes excellent accommodations in the heart of the theatre district. The cost is approximately \$700 *exclusive* of airfare and based on 15 or more participants.

For a brochure and further information write the Alumnae Office, Agnes Scott College, Decatur, GA 30030 or call 404/371-6323.



The Arts

September 23 ORGAN RECITAL

Calvert Johnson, *Agnes Scott Associate Professor of Music*
8:15 p.m., Presser Hall/Free

October 5 - November 2 INVITATIONAL ART EXHIBIT

Dana Fine Arts Building/Free
(Gallery hours are Monday through Friday, 9 a.m. to 9 p.m., and Saturday and Sunday, 1 to 5 p.m.)

October 14 KIRK CONCERT SERIES

John Browning, *pianist*
8:15 p.m., Presser Hall
\$9 general admission; \$6 students

October 23, 24, 25, 30, 31 AGNES SCOTT BLACKFRIARS' FALL THEATRE PRODUCTION

"Crimes of the Heart"
8:15 p.m., Dana Fine Arts Building
\$4, general admission; \$3, students
(For ticket information, call 371-6248)

November 1 AGNES SCOTT BLACKFRIARS' FALL THEATRE PRODUCTION

"Crimes of the Heart"
8:15 p.m., Dana Fine Arts Building
\$4, general admission; \$3, students
(For ticket information, call 371-6248)

November 9 - December 12 INVITATIONAL ART EXHIBIT

Dana Fine Arts Building/Free
(Gallery hours are Monday through Friday, 9 a.m. to 9 p.m., and Saturday and Sunday, 1 to 5 p.m.)

November 20 THE JOFFREY II DANCERS

8:15 p.m., Presser Hall
\$9, general admission; \$6, students

November 23 AGNES SCOTT COLLEGE COMMUNITY ORCHESTRA CONCERT

Marc Burcham, *conductor*
6 p.m., Presser Hall/Free

December 2 KIRK CONCERT SERIES

The Swingle Singers
8:15 p.m., Presser Hall
\$9, general admission; \$6, students

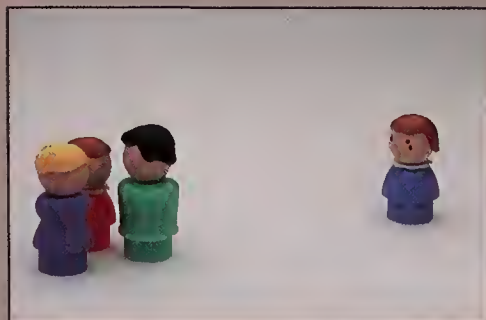
December 7 AGNES SCOTT GLEE CLUB CONCERT

7:30 p.m., Presser Hall/Free

Agnes Scott College
Decatur, Georgia 30030

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Page 24.



Keeping violence from overwhelming us.

AGNES SCOTT

ALUMNAE MAGAZINE WINTER 1986



The Blessed Town

OUT THE WINDOW

As this year fades into another, those of us who publish the magazine and Main Events look back over the past year and into the new in an effort to assess our program. As 1986 ends, we're pleased to have finished six periodicals this year, making a full schedule. We hope you found their content informative and interesting. For 1987, we hope to continue to provide you with well-written and timely articles by and about alumnae. We are considering highlighting two topics in particular as they are experienced by our alumnae: vocation in its broadest sense and spirituality. We welcome your ideas about people with whom to talk, books by alumnae, or possible alumnae writers.

In view of the holidays, this issue we traveled back to Oxford, Ga., with alumna author, Polly Stone Buck '24, whose childhood covers the early years of Emory College. The College is also celebrating the reopening of the newly reburbished Agnes and Rebekah Scott Halls — both photographed beautifully for these pages. Two highly successful programs on campus, Return to College and Global Awareness, are spotlighted as well. In the center you'll find a special insert sharing with you the College's good news in development.

Unlike people — who either have it or don't — all newspapers and magazines have their own "style." Usually invisible, a publication's style is the set of rules that helps its copy editor navigate through the endless options and contradictions of the English language and still remain consistent.



Our current dilemma is honorifics: Mrs., Miss, Mr., Dr., and that person-come-lately, Ms. On June 19, 1986, The New York Times welcomed Ms. to the Times news section to be used whenever a woman preferred it, regardless of her marital status.

The Agnes Scott Alumnae Magazine uses Associated Press style, which calls for use of a person's last name on second reference. But as longtime Agnes Scott Professor of Biology Josephine Bridgman '27 graciously points out in her letter to the editor, most alumnae are known to classmates by their original names. In the beginning of articles, we intend that an alumna be referred to by her full name. But on second reference, the going gets tough.

Would Susan Marie Smith who married John Jones be Smith or Jones? Some women are offended when called only by their last name, but newspapers have done that to men for years. Writing about an 80-year-old woman as Susan may seem overly familiar and disrespectful. Ms. Smith? Mrs. Jones? Or perhaps she hyphenates? As for unmarried women: are they Miss or Ms? Many women feel that their marital status should not be part of their name. Others believe that is important information about them. Should one style be used in our feature articles and news sections and another, more familiar style be used in Class News?

Please help us with this new year's "resolution." This magazine is for you. We would like to know your preference. If The New York Times can change its policy in what columnist William Safire called "a triumph of reason," we're certainly open to suggestions. — Lynn Donham

Editor: Lynn Donham, **Managing Editor:** Stacey Noiles, **Editorial Assistants:** Carolyn Wynens, Ann Bennett, **Student Assistants:** Chelle Cannon '90, Jill Jordan '89, Ginger Patton '89, Shari Ramcharan '89, Lisa Terry '90, **Editorial Advisory Board:** Dr. Ayse Ilgaz Carden '66, Laura Whitner Dorsey '35, Susan Ketchin Edgerton '70, Sandra Gluck, Mary Kay Jarboe '68, Tish Young McCutchen '73, Mildred Love Petty '61, Lucia Howard Sizemore '65, Elizabeth Stevenson '41

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Like other content of the magazine, this article reflects the opinion of the writer and not the viewpoint of the College, its trustees or administration.

Kudos! You've done it! My fall magazine arrived tonight, and I've read it cover to cover. This is exactly what I've been craving — carefully written, in-depth articles on topics by our own [alumnae]. At last we've found our future in questions asked and articles of this caliber. Fantastic! Keep it up and many thanks.

*Judy Roach '67
Indiatlantic, Fla.*

Just a note to say how much I enjoyed the fall '86 issue of Agnes Scott Alumnae Magazine. It was among my reading material (catch up work) on my way to Panama and helped (enjoyably) pass the time in the scenic Miami airport! The main articles on Page 8, Page 13, and Page 16 were good and especially Page 8 and Page 16 gave me food for thought.

*Beth Barclay DeWall '76
Cincinnati, Ohio*

Congratulations on the Agnes Scott magazine and its national awards. I have especially enjoyed the fall issue which brought news of several friends, young and old.

May I mention what I think is a minor fault? In your report on Guill, the writer failed to mention her as Lou Frank '69. Since the alumnae magazine is for the alumnae, I think helping the readers to recognize their friends is desirable. Lou Frank was quite a gal on campus, and also has friends and relatives in Decatur. Incidentally, she was a biology major whom I knew and very much enjoyed.

With every good wish for continued success,

*Josephine Bridgman '27
Decatur, Ga.*

I want you folks to know how much I like the publications. This issue of the Agnes Scott Alumnae Magazine (Fall) was especially attractive and interesting. Congratulations on your CASE awards — what a special reward for hard work this is!

*Francis Holtsclaw Berry '57
Pompano Beach, Fla.*

Agnes Scott
Alumnae Magazine

AGNES SCOTT

Winter 1986
Volume 64 Number 3

8

The Blessed Town

An alumna recounts her childhood in the small town of Oxford where Emory University has its roots. *By Polly Stone Buck*

16

On Your Mark, Get Set, Go Back to College

Return to College students are the type of women who have always distinguished Agnes Scott. *By Linda Florence*

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Jewels in the Crown

Like Inman, Agnes and Rebekah Scott Halls are sparkling like new. *By Stacey Noiles*

24

Discover India, Discover Yourself

Twelve students went to India and found a land of fascinating and stark contrast. Some also found a part of themselves. *By Lynn Donham*

Special Section

The President's Report 1985–1986
A record year.

Gilreath finds her niche at 6 and 11



PAUL OBREGON

At 23, Julie Gilreath may be the youngest news anchor at an NBC affiliate.

Every weeknight at 6 and 11 p.m., Julie Gilreath '85 visits thousands of middle-Georgia residents in their living rooms — as the evening anchorperson for WMGT-TV, the NBC affiliate in Macon. At 23, Gilreath may be the youngest NBC-TV-affiliated

evening news anchor in the business.

Gilreath started working as a general assignment reporter for the Macon station exactly eight days after her graduation from Agnes Scott. "I said I wasn't going to graduate without having a job," she recalls. "So I targeted dif-

ferent cities — Chattanooga, Augusta, Columbus, Macon — and went there for interviews." The Macon station asked her to start as soon as possible.

A Cartersville, Ga., native, Gilreath had gotten "hooked" on television after spending her sophomore summer working on

the air at the small cable television station in her hometown. From that point on, she augmented her classroom work as an English major with a series of carefully chosen, semester-long internships in broadcasting. During her junior and senior years at Agnes Scott, she held internships or paid part-time positions at WATL-TV (Channel 36), WAGA-TV (Channel 5), and at the Atlanta-based Cable News Network.

On the job in Macon, then, Gilreath found herself well-prepared, though a bit surprised at just how quickly her experience was put to the test. "I was sent on an assignment the very first day!" she says, laughing. "I was thrown in and I learned by doing — that's the only way to do it in television."

A general assignment reporter for a small station, she found, is much like a one-woman band: not only did Gilreath research and write her stories, complete with on-camera interviews, but she usually shot all the footage. For interviews, her subjects held the microphone while she operated the camera; for her own on-camera appearances, she set the camera on a tripod and ran around in front. "It teaches you to budget your time wisely," Gilreath observes, "and also, to exercise your creativity and ingenuity." Limited resources notwithstanding, among the stories she presented were a

four-part series, "Victims for Life," on sexual assault; a series on Georgia's Quality Basic Education (QBE) program; and pieces on Alzheimer's disease and abuse of the elderly.

After six months of reporting, Gilreath was offered the evening news anchor slot. She now appears nightly on the 6 and 11 o'clock newscasts with a male co-anchor. In addition, she produces the 11 o'clock show, a job which entails making assignments to the station's three reporters, writing and rewriting news stories, editing videotape, timing the newscast, and other details of getting the newscast on the air.

Gilreath believes her liberal arts degree is just as valuable — if not more valuable — in her journalistic career than a more specific major such as communications or broadcasting. "You can go further with a liberal arts degree," she says. "You have a better view of things going on around you." That broader understanding of the world, she says, is an attribute that television news directors are quick to recognize. The specific technical skills of broadcasting can be readily acquired on the set; but a broad-based, analytically-oriented education in the liberal arts is appreciated, even in the hectic world of television, as a far more rare commodity. — **Faye Goolrick**

Winter becomes highest-ranking woman at Bell Research

Patricia Winter '71X, daughter of Eva Ann Pirkle Winter '40, has been named general attorney at Bell Communications Research, Inc., in Livingston, N.J. She is the second woman to hold this vice-presidency and is the highest-ranking female in the company.

Born in Atlanta and raised in Lincoln, Neb., Winter began a major in French at Agnes Scott and continued at the University of Nebraska in Lincoln. She graduated Phi Beta Kappa and with high distinction in 1971. In 1975, she earned a J.D. degree from the College of Law at UN-L, again with high distinction, and was named to the Order of the Coif, the national honor society for legal students.

"Law school," Winter says, "was the most exciting overall classroom experience I'd had since Agnes Scott." Her ties to the College run deep. "I feel that I grew up there," she said. "In summer, when we visited Atlanta, my mother always took me to visit the campus, to see Carrie Scandrett, and the professors my mother knew." While an Agnes Scott student, Winter formed close friendships with "a group of five, especially, from the second floor of Inman," she says.

After law school, Winter joined an Omaha law firm. Within five years she was promoted to partner. In January 1982, she moved



Patricia Winter

to the legal department of Northwestern Bell, where she was responsible for employee benefits, labor and some personnel areas. During the AT&T divestiture of 1982-83, she was on the team which represented US West, one of the newly formed regional companies, in the extensive and complex negotiations of pension plans and other employee benefits. Fifty billion dollars of wage earners' benefits were under scrutiny. Winter recalls in particular one staggering weekend then — "appropriately, it was Labor Day weekend," she laughs — and she remembers reviewing more than 5,000 pages of documents.

Winter's position places her with the only firm in the network of AT&T offshoots jointly owned by all the telephone operating companies. Bell Communications Research provides development and engineering support to all its owner

companies. Winter manages areas of personnel, labor benefits and tax law. Three attorneys, a paralegal and the legal department manager report to her. She enjoys the work, she says. "It is an intellectual puzzle. I like taking the legal aspect and integrating it with reality." Though she has previous management experience, this is the first position where her management and people skills are being developed. "Management is both the most satisfying and the most challenging part of this position for me," she said, "because you have to manage people as individuals. You can learn management concepts and styles, but you have to find out how they work, and think and interact with each other. You have to learn a lot about people as individuals."

Winter attributes her career success to a combination of "hard work, good fortune and confidence." Her achievements are nothing new in the Winter family. Both of her parents were professors at UN-L, and her mother's many accomplishments in mathematics and engineering were featured in a 1979 issue of the *Agnes Scott Alumnae Quarterly*. Winter lives in New Providence, N.J., with husband Dennis Holsapple, also an attorney, and their cat Titania. — **Jane Zanca '83**

Isaacson's of Atlanta is smart and chic, much like owner Louise Bernard

Isaacson's is one of the most exclusive specialty stores in Atlanta. That it is also considered one of the most accessible and friendly is a tribute to its owner and president, Louise Isaacson Bernard '46, who is also a trustee of Agnes Scott College.

She walks with a long stride and swinging arms, probably much as she did on campus 40-plus years ago. As she runs her fingers through a shock of brown hair that by most standards would appear to be fashionably coiffed, she allows that it is in need of a trim. A chic green outfit shows her fashion sense; a warm and open smile, her friendly nature.

A few minutes in her small, cluttered office demonstrates that despite the high veneer of glamour on the sales floor, this is a hard and demanding business.

Isaacson's began as a fur store in downtown Atlanta, in the lobby of the old Henry Grady Hotel, where the Peachtree Plaza Hotel now stands. Her father took her to New York on her first buying trip when she was 16, a high school graduation gift. "I remember bragging that Atlanta's population was a quarter million," she laughs. "At that time, New York's was 12 million."

Later, at her suggestion, Isaacson's began carrying a small selection of sportswear.

"Our first attempts at sportswear were very moder-



BILL MAHAN

ate in price," Bernard notes. "That was not our forte, but we could see a need, at least I could, and we went into better sportswear. But it has become better and better and better and better," she smiles.

"At that time, the various manufacturers granted exclusive rights. There were a lot of other stores in town like Rich's and J. P. Allen's. They offered the manufacturers exclusive rights to sell certain lines, so a lot of manufacturers didn't want us to buy their lines. But we gradually made our own little niche."

Bernard grew up in Druid Hills, sandwiched between a brother and older sister (Ramona Isaacson Freedman '45X). "I have certainly seen changes in Atlanta," she says. "I think my graduating class from Druid Hills was 60-odd students. That was considered a fine-sized class!" She attended Agnes Scott as a day student.

She was a sociology and business major, although at the time she did not have Isaacson's in mind as a career. That was coinci-

dence, she says. "I was just more interested in business than I was in anything else, and I ended up minor-ing in English because I loved the English courses that I took. I can only tell you that I knew languages and fine arts were out. I did what I was best at."

Bernard graduated from Agnes Scott immediately following World War II, when women were leaving the workforce to make room for returning veterans. She chose, with the support of husband Maurice Bernard, to work full time in the family business.

"My family needed my help with the store, relied on it. We both agreed that this was what I would do. It was never discussed. My family has been very supportive, both my husband and my children. They never once said, 'Oh, you ought not to do that.' " The Bernards have two children.

Bernard has been a trustee since 1978. She believes very strongly in the future of women's colleges. "There is a need for a college for

women. I got many of my feelings of being able to cope in this world from having gone [to Agnes Scott] because I was never put down for being a woman there.

"But I have felt that so much of the denigration of women in this country has come from women who did not have the benefit of an ASC education," she continues. "Very few of our graduates come in here to shop and say, 'Well, I have to show it to my husband, because, after all, it's his money.' They never say it's his money, because they know it's *their* money."

After 8 years, Bernard is still enthusiastic about being a member of the board of trustees. "We have fantastic people on our board," she says. "I have been so pleased with the women trustees that I have met, older and younger, and am so impressed with the brain power of Harriet King, Susan Phillips, and the reasoning ability of Betty Cameron and Dot Addison.

"These are people that I probably wouldn't have known otherwise, because we are different age groups.

"I'm just totally impressed with the caliber of our mostly alumnae trustees and the men who are on the board.

"The impact of ASC graduates is very quiet," Bernard notes. "But we're out there in more numbers than people realize."

— Stacey Noiles

Sarah Campbell quietly blazes trails with a pioneering form of therapy

When Sarah Campbell '81 was 7 she wrote a composition titled, "I Want To Be A Child Psychiatrist." Later, in her junior year of high school, she discovered dance. Today Campbell combines the structure of psychiatric therapy with the freedom of movement in a career field that is so new, it is still defining itself.

Campbell first watched dance therapy — "psychotherapy using movement, instead of words" — when she attended a Unified Arts Conference with Agnes Scott Associate Professor of Physical Education Marilyn Darling. "I was fascinated, but I was also scared," she recalls. "It was the first genuinely free movement I had ever seen. I wanted only to watch, because knowing the power of movement, I didn't want to expose my-

self, to be that readable."

In the summer of 1980, Campbell used a Studies in Progress Award from the College's Studio Dance Theater to attend a three-week course with dance therapist Arlene Stark. Later, after earning a degree in biology at ASC, and a two-year, well-traveled stint as a pharmaceuticals representative, she met Stark again, as director of the graduate program in which Campbell earned her master's degree in dance movement therapy.

Now working at Charter Peachford Hospital in Atlanta, she holds 45-minute sessions with small groups of severely disturbed teenagers. Ironically, she completed an internship on the adolescent unit at Charter Peachford during her junior year and she recalls "hating" it. "Although, in retrospect," she says, "it was probably because the patients and I

were so close in age."

The program at Charter Peachford relies on structure rather than medication, and Sarah continues themes in the therapy program. Yet the group sessions must be spontaneous, and responsive to the momentary mental and emotional state of the individuals. "Pre-planned sessions flop," she says. Most of the patients in the dance therapy program have demonstrated behavior disorders, major depression, or adjustment reaction. Some have been so sheltered that they were prevented from maturing; others have been forced to grow up long before they were ready, have become streetwise, and may have had to physically defend their lives.

"Some are so depressed, they can't move at all in a session," Campbell says. She uses ribbons, balls, masks, hand puppets and other props to draw re-

sponse. Once a week, the patients plan a session and choose music to be used — "from the supply we have," the therapist says. "I have to screen words very carefully. We have no hard rock or video music." Contrary to the belief that teenagers listen only to the music, and not to the words, Campbell warns, "The kids usually know all the words to all the songs." The impact of most negative music, she points out, is seen in the several patients who were hospitalized because of a suicide attempt, accomplished while playing one particular, darkly evocative song.

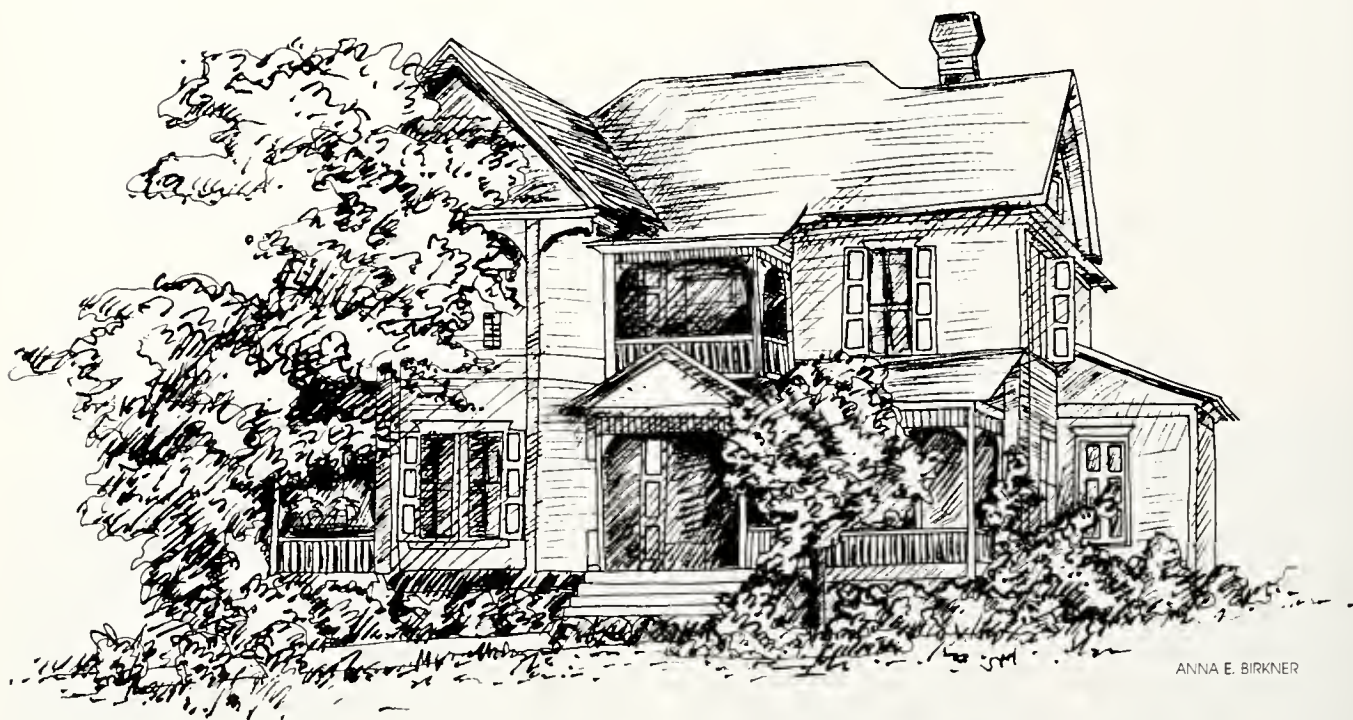
Campbell finds her work immensely rewarding. "The results are very visible," she says. She plans to continue growing with her chosen field, and is very interested in its potential for rehabilitation of head-injury and stroke victims. — Jane A. Zanca '83



BILL MAHAN



The Blessed Town



ANNA E. BIRKNER

By Polly Stone Buck '24

Admittedly, Oxford was not a wildly exciting place, especially for students who came from sophisticated city homes, but to those of us who had seldom been beyond Covington, it seemed a buzzing community. Somehow, between education and religion, the days were filled. Although one of the students once wrote home, "After the leaves have fallen in the autumn, nothing moves here," there was always something going on.

Sundays were especially full, with three religious meetings at the church (and nothing short of being sick in bed was an excuse for not attending)—Sunday school, eleven o'clock preaching, and prayer meeting in the evening. Between these last two, students often sandwiched in a walk alone in the woods to practice aloud the coming week's assignments in oratory or debating, which were popular courses. Or they might have the Covington livery stable send over a rig to take a young lady buggy riding. There was one great objection to this: at some point before the ride was over, the horse was sure to relieve himself vigorously right in front of their four eyes—a very embarrassing moment for young people. So a young lady might often refuse an engagement for a ride, and prefer a long walk. (A plan to go somewhere in the company of the opposite sex was called an "engagement," never a "date." Dates were something like 1066 and 1492.)

On weekdays, daylight hours were taken up with classes, and for the students, with athletics as well. They had several tennis courts, unenclosed, but with backstops, and a rudely laid-out athletic field for football, circled by a running track. The small red brick gymnasium had traveling rings, a leather vaulting horse, space for marching, an area



for exercises with dumbbells or Indian clubs, and a marked-off basketball court. There was no swimming pool; this was before the days when everyone learned to swim as a matter of course.

The faculty kept fit not by doing anything very strenuous, but by walking to classes, Sunday afternoon country rambles, and exercising a few minutes on rising every morning at the open window with a pair of wooden dumbbells. Faculty wives felt they were getting plenty of exercise when they walked around in their yards, cutting flowers for the vases, or—after the yardman had hitched up—when they drove around in their buggies in the afternoons to pay calls, to shop in the Covington stores, or simply to "take the air." The main thing prescribed for good health was "getting out more"—breathing Oxford's pure, unpolluted air, and not any form of exertion when once outside. The children's little arms and legs began exercising and pumping fresh air into their lungs the minute they woke up in the morning.

All evenings were peaceful. With no streetlights, there was no inducement to stumble around in the dark. People took cover.

How *did* people fill the hours?

The "glorious business of educa-

tion" took care of most of them, for the evenings were given to study. Children did homework around the big lamp on the dining room table, and then joined Mama and Papa in the parlor for reading aloud. There was all of Dickens to go through, and if they finished him, Sir Walter Scott was waiting in the wings. They sang around the piano—hymns, serenades, folk songs; there was chess, and checkers, and as many as four could play a hot game of Parcheesi. They talked to each other; parents dealt out advice to their offspring.

College boys put on isinglass eyeshades and bent over their books on the little study tables in their bedrooms. Or they strolled, whistling, over to their club rooms for discussion of this or that with their fraternity brothers, to strum guitars or banjos, sing together, or play chess or checkers. A great deal of masculine whistling went on, especially by anyone walking or working alone. Each fraternity had its own shrill whistles, both a call and an answer, and the members used them constantly to signal each other; a piercing whistle would reach far on Oxford's quiet streets. At glee club concerts, after the words of several verses of a song had been sung, another would almost always be whistled through.

To pass a pleasant evening after the next day's assignments had been completed, the romantically minded often sat in porch swings with local young ladies, who prepared for the engagement by making a plate of fudge or divinity candy. If was a warm evening, the boy would draw up a bucketful of fresh cold water from the well, while the young lady rolled and squeezed lemons for a pitcher of lemonade. And sometimes, on Saturday nights, the whole town "cut loose" with affairs that

ANNA E. BIRKNER

were purely social, with no educational or religious strings tied to them. It might be a magic lantern show in the Old Church or the Alkahest Lyceum circuit show, which made an annual appearance with a fifty-cent admission program, and was worth every penny. There were no half dollars lying loose around our house, so we had to take other people's word for this. The write-up in the Covington paper said of one such evening: "The audience was kept practically in an uproar, either laughing at the humor, or on the point of tears at the pathetic. The program consisted of dialect readings, songs, a few pieces for the violin, and a collection of jokes hard to beat."

We were not dependent entirely on the space offered by the Old Church, for when sliding doors were pushed back into the walls and the whole downstairs "thrown together," many Oxford homes were large enough to take care of receptions and programs. Nor did we have to wait until out-of-town professional entertainers arrived to furnish amusements. We had talent of our own, and there was no charge to hear them.

Elocution was the great thing just then, with two schools of delivery, the Delsarte method and the Emerson method, and several of our young ladies had had correspondence courses in one or the other and were proficient in giving "readings" with gestures. So along with the never-absent piano selections an entertainment would also have a "reading." Sometimes the two would be combined: the words of a poem recited to piano chords at just about the same fashionable step-halt, step-halt tempo at which wedding attendants came down the aisle. Not every lady had the presence to be a good "reader," but all had been raised under the same rule of daily compulsory practice, and by dedicated

pounding during their growing-up years, every one of them was a more or less competent pianist. They were a great addition to the local cultural life, never evading a performance by "not having brought my music," for they all knew several things by heart, and were delighted to oblige, adjusting the piano stool to the correct height by a series of twirls, laying a little lace bordered handkerchief at the end of the keyboard, and then plunging into one of their pieces from a recent copy of *Etude*.

After the Meltons came to Emory from Johns Hopkins, things were much more lively. Professor Melton and his Baltimore family stirred things up considerably and brought a breath of city air and sophistication into our village life. Mrs. Melton was horrified to learn that the missionary society was the town's only women's organization, and she immediately started a "cultural group" called the K.K.K., after one she had belonged to in Baltimore. It meant Kil Kare Klub—no relation to the Ku Klux Klan. It met in rotation in the members' homes once a month, with a "paper" written with much agony by some member, followed by chicken salad and beaten biscuits and coffee, and then erudite discussion provoked by the paper's topic. The ladies adjudged sufficiently intellectual and socially qualified to belong to this group were definitely perked up by it all; the missionary society meetings came in a poor second.

Oxford ladies did not always have their eyes on culture and improvement. In the afternoons they were

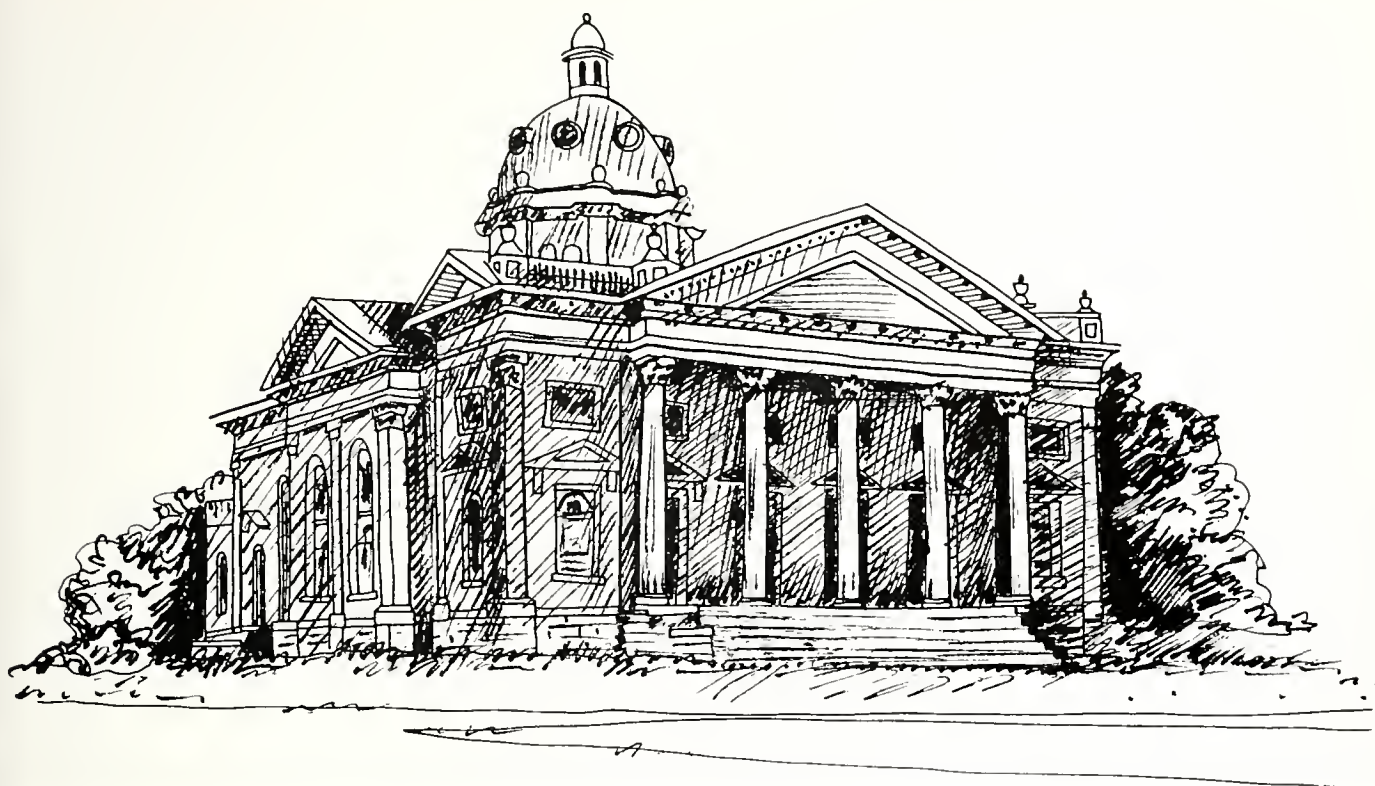
sometimes frivolous enough for a few tables of Rook, with a prize for the highest score and a boob one for the lowest—something ridiculously funny that was supposed to salve the feelings of the afternoon's poorest player. Rook wasn't a very complicated card game, and little girls would play it too, but we preferred Flinch, while we sat crosslegged on the floor of the porch or the cool hall. "Spotted cards" was what we called regular playing cards, which were so wicked that they were never seen in Oxford. An Oxford lady once certainly proved her total ignorance of them by saying innocently, "Why, I wouldn't know an ace from a spade!" Liquor, dancing, and gambling were outlawed by the charter, sternly forbidden ever to cross the town line, and as we understood it, playing with "spotted cards" was what was meant by gambling.

Once one of these nefarious items was discovered caught in some leaves on the Palmer girls' playground. We gathered fearfully around to look at it from a safe distance. Emphatically we did not want to continue to pollute the place, yet none of us was daring enough to pick it up to dispose of it. (There might be blue jays around, who would report us to the Bad Man.) A bold soul finally got the fire tongs from the schoolhouse and with them carried it at arm's length and popped it in the stove. A sanctimonious little procession of girls who had followed to see the deserved fiery end breathed a sigh of relief that it was off our playground!

Having a college of several hundred young men meant that they quite often provided our entertainments. The Emory glee club gave concerts throughout the year, even rumbling off in a big two-horse wagon to perform in nearby country towns. (A far cry from days to come, when the glee club from Emory in Atlanta would travel by jet to European and South American capitals

**To go somewhere in the
company of the opposite
sex was called an
engagement, never a date.
Dates were 1066 and 1492.**

Continued on Page 12



ANNA E. BIRKNER

Before the Coca-Cola millions moved Emory University to Atlanta, Polly Stone Buck's family moved to the city in 1912, where she attended Atlanta Girls High School.

Her father's family helped to found Emory College at Oxford, where he was a faculty member. After his early death, her mother eked out a living as a seamstress and rented rooms to boarders in Oxford — the time Mrs. Buck recalls in *The Blessed Town*.

Polly Stone graduated from Agnes Scott in 1924. "Between sophomore and junior years our money gave out, so I had to leave school," she says. "I worked at the telephone company in Atlanta and ate brown-bag lunches for a year until the family got strong enough for me to come back and finish.

"This is why, although I am listed as '24, I really feel closer to the 'girls' in '23 and have unblushingly re-

unioned with both classes," she notes.

An English major in college, Mrs. Buck contends, "I was terrible in athletics, and not much better scholastically, I'm afraid, but I loved the extracurricular things." She edited the *Silhouette* her senior year and was a member of Blackfriars.

"I wrote several rather goopy stories for the *Aurora*, and sentimental poems about goldenrod and California. One that they turned down horrified the Poetry Society — the last line being 'How can I tell them I am mad?'"

Frustrated poetry attempts aside, after graduation Mrs. Buck worked as a secretary at the College's Alumnae House for four years, eventually migrating north on the encouragement of friends Margaret Bland Sewell '20 and Roberta Winter '27, who were both studying at Yale.

Upon her arrival, she says, "I

typed papers for Yale students and eventually got a job in the University library on the strength of not having been to library school!"

She married faculty member Norman S. Buck in 1934, five years after her arrival at Yale. They had three daughters. For 17 years he was master at one of Yale's residential colleges.

After her husband's death in 1964, Mrs. Buck started writing. *The Blessed Town* is her third book. Her first, *Adopted Son of Salem* recounts the 19th-century adventures of her husband's grandfather, who was a naval captain, as well as a coffee planter and U.S. consul in Fernando Po (now Bioko), an island off Equatorial Guinea. *We Minded the Store* tells of Yale University's World War II conversion into a naval and marine base.

The 85-year-old author now lives in Hamden, Conn., where she continues to write.

for its concerts.) The college had two literary societies, Few and Phi Gamma, passionate rivals, which often put on a lively debate about questions of the day, or presented an evening of orations to which all Oxford and Covington flocked.

The town's young people and the college students frequently had evening parties. If the occasion was specified as "formal," the students wore their Sunday blue serge suits; if it was a "tacky party," everybody looked around for the worst old, disreputable garments they could lay their hands on, trying to look like tramps, and perhaps joyously letting down the bars on proper behavior. But at all parties, even candy pullings—and the young folks had these, too—there were always plenty of keen-eyed chaperons. Besides going on picnics at the Waterfall and the Rock, students sallied out into the countryside on hayrides. Driving around on rutted country roads in a springless farm wagon may not sound like much fun, but under a full moon, with hay cushioning the ride and all the prettiest faculty daughters tucked in, a jaunt of this sort could provide a very enjoyable evening.

In a college town, of course, commencement week was the social high point of the year, to which everything led. There were goings-on in every home. Chickens fled for their lives, but were remorselessly transformed into pulley-bones and drumsticks. The handles of ice-cream freezers were turned all day long on back porches. There was icing of cakes and whipping up of elegant desserts.

Oxford had no hotel. Commencement week was the only time when we were flooded with guests, and we felt about it the way Robert Toombs did when a hotel was suggested for his hometown of Washington, Georgia: "There is no need. If a stranger is a gentleman, he can stay at my house, and if he isn't a gentleman,

**The whole town brought
a picnic supper down
to the deserted college
grounds and had
a mammoth party.**

then we don't want him in town!"

So, in lieu of a hotel, every Oxford house was gaily crowded to capacity with out-of-town guests—parents of students, nostalgic alumni, trustees, dignitaries of church and state who were the "speakers," and pretty sisters and sweethearts in long swirling skirts and lacy, flower-trimmed hats, carrying ruffled pink parasols. For an entire week no child slept in a bed; several quilts folded together made a pallet on the floor, and we were only too proud to give up our beds for important company.

Commencement was a kind of social, intellectual, and religious Chautauqua. There were sermons every day by noted preachers, long programs of orations by the best speakers in each class, and conducted tours of the library-museum and science laboratory (which had a skeleton on display). There were also athletic events to watch, both outdoors and in. A relay race had panting runners "passing on the message"; on the gym floor, boys—wearing what looked to me like their summer underwear—marched around in intricate formations, swung from one end of the building to the other on traveling rings, and leaped up on each others' shoulders and formed human pyramids to a breathtaking height.

Evening was the time for the glee club to shine, and for parties given

by the various Greek letter fraternities, which outdid themselves to entertain the visiting belles. The culmination of these was the Pan-Hellenic reception. With no dancing allowed, these evening affairs were formal receptions and prom parties, largely conversation, with couples walking up and down and with a constant change of partners. Girls had little fancy prom cards with tasseled pencils swinging from them, and each young man saw to it that the young lady he escorted had a partner for each promenade. At the tinkling of a little silver bell, a new partner would present himself. Inside the house, crowded with people and brightly lit by dozens of candelabra, behavior must be decorous, but when the promenaders strolled along the dim walks and driveways of the yard, there was opportunity for less proper and more satisfactory flirting. The grounds were illumined for the occasion by Chinese paper lanterns; the house chosen in which to give the party usually had twisting walks and driveways on which to pace, and garden benches and little latticed summer houses.

At each end of the long veranda would be a cut-glass punch bowl brimming with a non-alcoholic punch, whose chief ingredient was strong tea. Each fraternity had a list of little girls from the town, faculty daughters or younger sisters of members, who served at the punch bowls, wearing their best white dresses, with a pale blue or pink sash and a whopping matching hair-ribbon bow on top of their heads, large enough to lift a girl right off the floor. No sixteen- or eighteen-year-old visiting belle went through more thrills and chills over the correctness of her costume for these evenings than did the little ten-year-old servers of punch. At the end of the evening, there was always ice cream and cake.

After commencement, the college boys went home, and at first the

town seemed empty and forlorn. But many things filled the long summer vacation. The year I was eleven, the minister's daughter and I (she was that indispensable thing in a little girl's life, my "best friend") filled it by reading through the entire Bible. The way we happened to get involved in this enormous undertaking was that our Sunday School teacher offered a crocheted purse (very stylish just then—the directions had been printed in the *Ladies' Home Journal*) to any girl who would read the Bible all the way through. Neither Mary nor I had ever had a purse of any sort, having nothing to put in one, but some day we should, and this was a chance to get it free. And since it wasn't a tense competition, with only the first one through a winner, and since the long summer stretched ahead with nothing else to do, we decided to try. We did most of the reading, chapter after chapter, sitting in Mary's family's buggy in their side yard, its shafts on the ground. At first the unfamiliar Middle Eastern names seemed an insurmountable hurdle, until I had the brilliant idea of skipping all the words that began with a capital, unless it was an easy one we already knew, like Cain or Moses. (Mary always insisted that she thought of it; well, it doesn't matter which of us did.) It saved ever so much time, but even at that, it took us a whole summer.

The summers were visiting time for children. To provide a change and a treat, most of them would be sent off on the train to stay with relatives in another town. Two weeks was the regular length of such a visit. But when the nieces and nephews and grandchildren of Emory faculty, sent by parents to benefit from our good water and pure air, came to visit in Oxford, they stayed all summer. A number of them came every year, and both they and we felt that they were almost as much Oxford children as we were.

The only Christmas tree in town was a stout pine put up in the Old Church for the Sunday School.

Summer was also the time for picnics and for watermelon cutting on the joggling boards in the yard. When the moon was full, the whole town brought a picnic supper down to the deserted college grounds and had a mammoth party, with the children shrieking and tearing games on the campus, where ordinarily we were forbidden to go.

Each summer there was the annual Sunday school picnic, when we piled in wagons and drove a long way off, not just to the Rock or the Waterfall but perhaps even to the banks of the Yellow River. Parents went along—at least mothers did, and a few fathers were there to drive. Great hampers of food were carried—stuffed eggs, cheese straws, fried chicken, gingerbread, sliced ham and beaten biscuits, layer cake, tea cakes . . . We stuffed ourselves, went wading, and played games—kissing games, too, like "many, many stars," since there were boys along.

In late summer came cotton-picking parties. Cotton picking was considered Negroes' work, and the races did not trespass on each other's labor preserves. No matter how hard up an Oxford white person might be, he simply did not go into a cotton field as a "hand." The only time one could pick cotton was with a group, as a lark, and to give the money raised to some good cause. During all the time

when we needed money so badly, it never occurred to Mother or either of the boys, or to anybody else, to suggest that they could make a little money by picking cotton. It wouldn't have been much, but something. Even when the soles of our shoes were worn through—and they could have made forty cents for every hundred pounds picked in fields within walking distance—it simply never entered anyone's head. But every fall, when the cotton fields were white, a Sunday school class or the children's missionary society en masse, carrying big cloth sacks, would bet together and rumble out to a field in the country in somebody's father's wagon—the regular mode of mass transportation before buses. There we would divide into teams and spend the afternoon each trying to beat the others in number of pounds picked. It was hard, hot work, but fun. Then back to ice cream and cake at somebody's house, and on the next Sunday the number of pounds picked and the names of the winning team would be announced to the whole Sunday school, when a check for the amount earned was made out for a mission school in China, or whatever the chosen charity happened to be. And the little Oxford pickers, some barefooted of necessity, and some wearing cut-out cardboard soles to block the holes in their worn-out shoes, beamed with pure delight, and never once thought that it might have been more sensible to have let the charity begin at home and outfitted us with decent footwear, since cold weather and school were just around the corner.

Except for commencement, fall was the most exciting time of the year in the village. The hot, dusty summer had come to an end. The city children who always came to spend the vacation with relatives here had been bade goodbye until next year, and put on the train for



ANNA E. BIRKNER

home. The sweet gum trees were purple and red, the tulip poplars and hickories a soft yellow, and the giant oaks a dignified bronze. The days were crisp and sparkling with the herbal fragrance of goldenrod and ripening broom sedge everywhere, and with each arriving mulecar and its load of new college students, the

haunting, long-held notes of the cry "New bo-oy!" from the throats of the old ones floated through the air.

Not only the college, but Palmer Institute too was flexing its younger muscles for the term coming up. There might be a new teacher to take the measure of; hems of school dresses had been let out (and horrors, a line there often showed it, too);

boys with pocketknives were under requisition to whittle points on new pencils; and at Johnson's store there were lovely new varnished pencil boxes, with roses painted on a sliding lid, which tore your heart out.

The new college year was beginning, and all Oxford was "up and at em" with renewed vim. The town's

houses were turned upside down for the fall cleaning, which put spring cleaning completely in the shade.

Mattresses and pillows had already been dragged out on a sunny porch, or lacking such, all the way into the yard, and given a thorough airing. A stiff feather dipped in turpentine was run along each mattress seam "just as a preventative." A needed lick of paint was put on here and there, and fresh putty pressed around window panes to keep out drafts and rattles. Everybody was getting ready for the boarders.

Cold weather brought no ice and snow, so there were no so-called winter sports, but now was the time for fun indoors, such as candy pulls, when a pot of molasses taffy was boiled on the stove at the school or in someone's kitchen.

In the week before Christmas, the same Sunday school class that had picked cotton for the heathen in September bundled up and, sitting close to keep warm in a nest of hay in a wagon body, made a nippy, nose-freezing trip out into the country to take collected food—jars of their mothers' canned vegetables or preserves—to "poor folks." (We did not realize that we were "poor folks.")

As for Christmas itself, a boy in the family climbed an oak tree and hacked off a bunch of mistletoe to hand in a doorway to "catch" people under. We cut sprays from the holly and other evergreen shrubs in our yards to take to the cemetery and to decorate the house. On Christmas Eve we also celebrated with fireworks, just as on the Fourth of July. We thought setting off firecrackers (bang! bang! Christ is born! bang!) was quite the proper way to usher in the blessed day. The louder the bangs in the daytime, and the more we lit up the sky at night with sparklers and roman candles, the better. An evening of fireworks made a glorious celebration because with no street-lights there was pitch-blackness for a



Polly Stone Buck

background. I was afraid of all of them, except sparklers and the very small "squib" firecrackers that came in a batch of about a hundred, with their tiny wicks woven together. I would unravel these, and set off only one at a time, and then be frantic after I had applied the match, for fear that I couldn't throw it before it exploded in my hand.

The boys would boldly light the whole mass of firecrackers together, toss the batch in the air, and enjoy a peppering of pops. They also had big giant ones that made as much noise as a small cannon—in fact, they were called "cannon crackers."

Each year the newspapers carried stories of children in other places who were maimed by fireworks, but since nothing so violent happened in Oxford, we went right on with our noisy celebration.

On Christmas Eve Mother read us the story from St. Luke, and also the hilarious chapters about the little Ruggleses in *The Birds' Christmas Carol* by Kate Douglas Wiggin. The next morning there were stockings with a coin in the toe. Some children had gold pieces; for us it was always a shiny dime, and one year, an especially hard one for Mother, just a gleaming Indian head penny. The

long stocking-legs were filled with goodies from the box that two of Father's old friends in Macon faithfully sent each Christmas. There were apples, scratchy raisin clusters full of seeds, all sorts of nuts seen nowhere else all year—almonds, Brazil nuts, English walnuts—and those wonderful treats, *oranges!* The box always had a bag of "bucket candy" for us children and a box of lovely chocolates for Mother. Each of us had a present for the others, usually things we had made ourselves and kept in the greatest secrecy, and there were always the Octagon soap wrappers to fall back on.

The only Christmas tree in town was a stout pine put up in the Old Church for the Sunday school. In the big bare building, lit by real candles, it was a beautiful sight. It was just as well that there weren't trees in private homes, or there would be fewer of these houses left, for the little tin holders, clipped on the branch ends, and swaying and tipping, always held the lighted candles at every possible dangerous angle. Buckets of water were lined up against the wall, just in case, and men and boys stood by ready to use them. Happily they never had to.

Everybody in town came. A woman played the piano, and we sang Christmas hymns and the old carols. The minister read again the passages from the New Testament telling the Christmas story—the shepherds, the wise men, the stable, the star. We knew them by heart from previous years, but liked to hear them again.

Then families lighted their kerosene lanterns and walked home together along the dark, unpaved streets. ◇

Excerpted from *The Blessed Town: Oxford, Georgia, at the Turn of the Century*. Published by Algonquin Books of Chapel Hill, P.O. Box 2225, Chapel Hill, N.C., 27515-2225.

AUSTIN COOPER, VALE DAILY NEWS

On Your Mark, Get Set, Go Back To College

By Linda Florence '88

The literature proclaims, "Make the Rest of Your Life the Best of Your Life." An ad in Atlanta magazine begins, "On Your Mark, Get Set, Go . . . Back to College." Traditionally, fall is the time when college admission offices start haunting the halls of high schools and secondary schools in recruiting. But the women enrolled in Agnes Scott College's Return to College Program are anything but traditional students.

They are women whose education has been interrupted or postponed. Women whose ages range from 22 to 65. Women who are eager to learn, ready for a challenge, and scared to death.

Return to College students have the same opportunities and requirements for study as traditional students. However, they enter Agnes Scott as unclassified, or nondegree, students and take up to 24 semester hours before entering the degree program. This allows them to establish a successful academic record and decide if the program is right for them. Unlike traditional students, they have as much time as needed to complete degree requirements.

There is such a thing as the typical Return to College student. She is 38-years-old; married to a professional; has two children, ages 12 and

14; lives in suburban Dekalb County; works part time. She has returned to school after an 18-year absence from the classroom and attends Agnes Scott part time.

This profile, as useful as it is to gain an overall picture, overlooks the rich diversity of the Return to College population.

Most readily admit that their first semester is often the most challenging. It requires many adjustments — balancing school with home and work-life, relearning study habits, and coping with stress added to already busy lives.

Said Director of the Return to College program, Marilyn Mallory, "Although their ages may initially set them apart on campus, they are the kind of women who have always

distinguished Agnes Scott — bright, capable and eager to make a contribution to the society in which they live."

Susan Little was 28 years old when she enrolled as an RTC (as they are known around the campus these days). Her boys were 6 and 8. She had no idea what a liberal arts education meant. She knew she wanted to major in psychology, and the campus was convenient.

Little never left. Today she is Agnes Scott's director of financial aid. With her degree in psychology and a background in accounting, she combines her life experiences with a college degree, "helping other women have the experience I had.

"The community at Agnes Scott expects you to try new things. They are there to cheer when you succeed, and catch you when you fall. And you do plenty of both," says Little. "The friends I made as a student are unique. We can disagree with one another's viewpoints. We argue our points in an honest, forthright manner. Then when we come out on the other side, we still respect each other. We are free to present ourselves as who we are; and that is so important."

As for "fitting in" with 18-to-21-year-old students, she says, "I can remember many times I spent the night in a dorm before a test. We



Barbara Dudley '86

1985-86

P R E S I D E N T ' S R E P O R T



This year our renewal continued to gain momentum as we moved toward our Centennial Celebration.

The Admissions Office had a strong year, helped in part by an award-winning series of admissions materials and a dynamic recruitment plan aimed at improving all phases of admissions activity. As a result, senior inquiries rose 8 percent this year, applications 5 percent and freshman deposits were up 16 percent. One hundred and forty-four students enrolled in the Class of 1990.

A formal assessment of student attitudes conducted during the year showed student satisfaction at Agnes Scott surpassed that of students at other private and public colleges in almost all areas covered by the study.

During the year the College further enhanced the quality of life on campus as it undertook a \$3.6 million renovation of Agnes and Rebekah Scott Halls. Forty-five years after its scheduled removal, "The Hub" was taken down, and landscaping plans are being developed for the George and Irene King Woodruff Quadrangle.

A new track and field completed phase one of plans which include construction of the new physical activities building by fall 1987. The old gymnasium will be renovated and, with the former infirmary, converted into the Wallace McPherson Alston Campus Center.

For the fourth consecutive year, the investment performance of Agnes Scott's endowment ranked in the highest percentile of all college and university endowments.

It has been a full and rewarding year for Agnes Scott, and we are grateful. We look forward with you to watching the College continue to fulfill its promise as we anticipate our second century.

President Ruth A. Schmidt

AGNES
SCOTT

A RECORD YEAR

GIFTS, GRANTS AND BEQUESTS RECEIVED 1985-86

SOURCES:

Alumnae	\$ 3,670,501
Parents and Friends	77,712
Business and Industry	68,071
Foundations	292,300
Total	\$ 4,108,584

STATEMENT OF CURRENT FUND REVENUES, EXPENDITURES, AND OTHER CHANGES June 30, 1986

	1986 Restricted and Unrestricted	1985 Restricted and Unrestricted
REVENUES		
Educational and General:		
Student fees	\$ 3,401,455	\$ 3,337,770
Gifts and grants	1,115,318	1,070,065
Endowment income	4,120,125	3,605,890
Sponsored programs	—	1,020
Other sources	341,707	282,098
Total Educational and General	\$ 8,978,605	\$ 8,296,843
Auxiliary Enterprises	\$ 1,577,936	\$ 1,668,983
Total Revenues	\$10,556,541	\$ 9,965,826
EXPENDITURES:		
Educational and General:		
Instruction	\$ 2,442,157	\$ 2,393,617
Sponsored programs	—	10,677
Academic support	413,427	353,128
Student services	805,817	686,586
Institutional support	2,268,052	2,175,132
Operation and maintenance of plant	458,014	417,401
Student financial aid	1,319,715	1,176,046
Total Educational and General	\$ 7,707,182	\$ 7,212,587
Auxiliary Enterprises	\$ 1,615,184	\$ 1,552,975
Expend for plant facilities	421,142	363,077
Total Expenditures	\$ 9,743,508	\$ 9,128,639
TRANSFERS:		
Salary, Fringes and Other	—	(455,000)
Bond Sinking Fund	—	(382,187)
Excess of revenues over expenditures	\$ 813,033	\$ 0

FOUNDERS' CLUB

(Individuals who gave \$5,000 or more)

** Annie Shannon Wiley Preston Inst.
 ** Mary West Thatcher '15
 Virginia McBee Haugh Franklin '18
 ** Lois Eve Rozier '19
 ** Julia Ingram Hazzard '19
 ** Lois Compton Jennings '21
 ** Laurie Belle Stubbs Johns '22
 Viola Hollis Oakley '23
 ** Kate Higgs Vaughan '24
 ** Margaret Stovall '26
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 Ruth Thomas Stemmons '28
 Polly B. Hall Dunn '30
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 Margaret G. Weeks '31
 Susan Love Glenn '32
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 Marjorie Busha Haley '21
 Cama Burgess Clarkson '22
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Mr. Marion B. Glover Jr.
Mr. Edward P. Gould
Mr. William F. Gow Jr.
Mr. William M. Graves
Mr. Alfred D. Hammes
Robert Hild
Mr. George W. Howell Jr.
Mr. G. Conley Ingram
Judith Bourgeois Jensen
Mr. Paul Keenan
Mr. Richard C. Kessler
Mr. & Mrs. Thomas P. Knox Jr.
Mr. George S. Lambert
Mrs. Kent A. Leslie
Prof. Robert N. Leslie
Mr. Harry W. Livingston Jr.
Mr. Zachary F. Long
Mr. J. Erskine Love Jr.
Mr. & Mrs. Fred S. McGehee
** Dr. W. Edward McNair
Dr. James D. Newsome
Dr. J. Phillips Noble
Mr. Edward S. Olson
Mr. John R. Park
Marvin B. Perry Jr.
Colonel William M. Perryman
Mr. Joel F. Reeves
Mrs. David R. Rice
Mr. Hansford Sams Jr.
President Ruth A. Schmidt
Mr. J. C. Shaw
S. Ray Shead
Mr. Frank Sheffield
Mr. W. A. L. Sibley Jr.
Mr. Thomas A. Sizemore III
Mr. John E. Smith II
Mr. Theodore H. Smith
Mrs. Carolyn B. Snow
Mrs. Romeal Theriot
Dr. Albert C. Titus
Mr. John H. Weitnauer Jr.

COLONNADE CLUB

(Individuals who gave \$500 to \$999)

** Annie Tait Jenkins '14
Jane Harwell Heazel '17
Julia Lorette Hagood
Cuthbertson '20
Maud Foster Stebler '23
Anonymous '24
Sarah Elizabeth Flowers Beasley '24
Victoria Howie Kerr '24
Margaret Frances Rogers Law '25
Elizabeth J. Chapman Pirkle '26
Edith Gilchrist Berry '26
Martha Elizabeth Henderson
Palmer '27
** Mary Clinch Weems Rogers '27
Violet Weeks Miller '29
Jane Bailey Hall Hefner '30
Edna Lynn Moore Hardy '30
Anne Chapin Hudson Hankins '31
Mary Effie Elliot '32
M. Gilchrist Powell Shirley '33
Pauline Gordon Woods '34
Lucy Goss Herbert '34
Elinor Hamilton Highrower '34
Martha Skeen Gould '34

Elizabeth Call Alexander
Higgins '35
Betty G. Fountain Edwards '35
Marie Simpson Rutland '35
Helen Handte Morse '36
Sarah Frances McDonald '36
Evelyn Robertson Jarman '36
Louise Brown Smith '37
Anne Laura Galloway Phillips '37
Lillian Whitehurst Corbett '37
Frances Wilson Hurst '37
Goudyloch Erwin Dyer '38
Jane Moore Hamilton Ray '39
Elizabeth Davis Johnston '40
Ethelyn Dyer Daniel '41
Anonymous '41
Anonymous '41
Gene Slack Morse '41
Frances Spratlin Hargrett '41
Julia A. Patch Diehl '42
Helen Virginia Smith Woodward '43
Katherine Wilkinson Orr '43
Bertie Manning Ott '45
Marianne Jeffries Williams '47
Betty Jean Radford Moeller '47
Rebekah Scott Bryan '48
Marie Cuthbertson Faulkner '49
Betty Jeanne Ellison Candler '49
Kate Durr Elmore '49
Dorothy Quillian Reeves '49
Jo-Anne Christopher Cochrane '50
Sara Beth Jackson Hertwig '51
Sarah Emma Evans Blair '52
Ann Herman Dunwoody '52
Jean Isbell Brunie '52
Sara Veale Daniel '52
Virginia Claire Hays Klettner '53
Martha Virginia Norton Caldwell '53
Mary Ripley Warren '53
Harriet Durham Maloof '54
Helen H. McGowan French '54
Llewellyn Wommack '54
Patricia Paden Matsen '55
Joan Pruitt McIntyre '55
Shirley Anne Calkins Ellis '56
Sallie L. Greenfield '56
Harriett Griffin Harris '56
Carolyn Tinkler Ramsey '58
Mattha W. Holmes Keith '59
Carolyn Anne Davies Preische '60
Rebecca Lynn Evans Callahan '60
Anne Whisnant Bolch '60
Elizabeth Barber Cobb '61
Mary Jim Clark Schubert '61
Edna McLain Bacon '61
Mary Jane Moore '61
N. Caroline Askew Hughes '62
Elizabeth A. Harshbarger Broadus '62
Dorothy Laird Foster '63
Harriet M. King '64
Margaret Lee Brawner Perez '65
Barbara Ann Smith Bradley '65
Harriet Biscoe Rodgers '66
Barbara J. Brown Freeman '66
May Day Folk Taylor '66
Anne Discker Beebe '67
June Elizabeth Derrick Derrick '68
Ethel Ware Gilbert Carter '68
Margaret Louise Frank Guill '69
Mary Carolyn Cox '71
Ann Appleby Jarrett Smith '71
Jan Elizabeth Roush Pyles '71
Sharon Lucille Jones Cole '72
Nancy Donna Burnham '77
Linda Frances Shearon '77
Dianne Smith Dornbush '87
Mr. & Mrs. Bona Allen III
Mr. Stephen A. Bacon
Mr. M. J. Beebe
Mr. Thomas H. Broadus Jr.
Dr. & Mrs. John H. Burson III
Mr. Howard E. Caldwell
Mr. Scott Candler Jr.
Mr. Belfield H. Carter Jr.
Mr. & Mrs. Claiborne R. Carter
Mrs. Virginia C. Clark
Mr. Tommy H. Cobb
Mr. Madison F. Cole Jr.

AGNES SCOTT COLLEGE SUMMARY BY CLASS

July 1, 1985 through June 30, 1986

CLASS	CHAIR	DONORS	% OF CLASS	AMOUNT CONTRIBUTED
HONOR GUARD		66	22	\$1,971,365.92
1923	Anna Meade Minnigerode	19	30	12,550.00
1924	Frances Gilliland Stukes	32	49	24,215.60
1925	Sarah Tate Tumlin	38	51	5,440.00
1926	Elizabeth J. Chapman Pirkle	42	53	11,329.00
1927	Louise Lovejoy Jackson	52	50	11,870.00
1928	S. Virginia Carrier	35	41	44,821.50
	Miriam L. Anderson Dowdy			
1929	Violet Weeks Miller	57	48	9,478.50
1930		45	45	9,790.00
1931	Sara L. Bullock	42	56	12,535.00
1932	Virginia M. Allen Woods	42	42	52,617.32
1933		45	44	14,297.00
1934	Louella Jane MacMillan Tritchler	58	58	9,007.00
1935	Laura L. Whitner Dorsey	36	34	5,745.00
1936	Sara Frances Estes	72	63	1,054,062.75
1937	Jane Estes	45	48	7,438.88
1938	Goudyloch Erwin Dyer	59	49	8,685.00
1939	Julia Porter Scurry	54	46	8,105.50
1940	Helen Gates Carson	59	45	14,055.00
1941	Florrie Margaret Guy Funk	68	50	14,575.63
1942	Claire I. Purcell Smith	62	48	28,972.11
1943	Anne Paisley Boyd	52	45	\$85,078.34
1944	Bettye Ashcraft Senter	49	38	5,551.25
1945	Emily Higgins Bradley	69	49	8,068.61
1946	Mary F. McConkey Reimer	71	45	10,900.00
1947	Anne Eidson Owen	62	46	14,405.00
1948	Rebekah Scott Bryan	58	40	9,427.35
1949	Martha Reed Warlick Brame	59	39	9,530.00
1950	Pat Overton Webb	43	34	3,270.00
1951	Nancy Cassin Smith	53	36	12,593.75
1952	Ann Boyer Wilkerson	61	43	10,217.00
1953	Anne Thomson Sheppard	52	40	4,823.70
1954	Eleanor Hutchinson Smith	38	34	8,092.00
	Louise McKinney Hill Reaves			
1955	Sarah Katherine Petty Dagenhart	55	43	9,540.00
1956	B. Louise Rainey Ammons	58	41	9,111.82
1957	Martha Jane Riggins Brown	68	41	9,382.50
1958	Carolyn Tinkler Ramsey	57	37	14,344.75
1959	Patricia Forrest Davis	65	40	21,027.00
1960	Carolyn Hoskins Coffman	62	36	5,945.00
1961	Nancy Hall Grimes	70	39	7,445.00
1962	Ellen Middlebrooks Granum	69	39	5,945.00
1963	Mary Ann Lusk Jorgenson	46	25	4,880.00
1964	Mary Lou Laird	51	26	4,184.25
1965	Anne Schiff Faivus	65	36	6,780.00
1966	Susan Wiley Ledford Rust	59	31	6,365.00
1967	Mary Elizabeth Johnson Mallory	57	33	7,172.36
1968	Christie Theriot Woodfin	79	40	8,010.00
	Jean Binkley Thrower			
1969	Janice S. Cribbs	79	39	7,757.72
1970	Kay Parkerson O'Briant	60	31	3,353.00
1971	Sarah Ruffing Robbins	62	34	7,450.00
1972	Sharon Lucille Jones Cole	71	38	9,945.00
1973	Marcia Krape Knight-Orr	48	24	3,157.00
1974	Nancy Maurine Yates-Liistro	44	27	2,160.00
1975	Debbie Diane Shepherd Aurrey	35	22	3,073.60
1976	Lucille Burch Shelton	48	29	4,039.00
1977	Mary Anne Barlow	39	33	2,585.00
1978	Marguerite Anne Booth Gray	36	23	1,891.00
1979	Virginia Lee McMurray	43	28	1,746.00
1980	Debbie Jean Boelter Bonner	44	29	2,005.00
1981	Laura Klertner Bynum	64	41	2,528.00
1982	E. Meredith Manning	34	23	26,515.00
1983	Kathryn Hart	34	29	1,122.00
1984	Betsy L. Benning	42	31	1,580.00
1985	Kaisa H. Bowman	41	26	1,005.00

Mr. & Mrs. T. Allen Crouch
Mr. Albert Daniel
Mr. Robert E. Dornbush
Mr. Robert C. Dyer
Mr. H. Quinton Foster
Mr. James R. Freeman
Mr. Ted R. French
Mrs. N. Howard Gowing Jr.
Dr. Marshall A. Guill
Mr. Porter Hardy Jr.
Mr. H. H. Hargrett
Mr. George W. Harris Jr.
Jane Titus & C. A. Hessler
Mr. W. H. Hightower Jr.
Mr. Rutus R. Hughes II
Mr. Ernest B. Johnston Jr.
Mr. Smith L. Johnston
Mr. Garnett L. Keith
Mr. Donald R. Keough
Mr. S. John Klettner
Mrs. Elsie W. Love
Dr. John A. Maloof Jr.
Dr. Chester W. Morse
Mr. John H. Morse
Mr. M. Lamar Oglesby
Dr. Mark T. Orr
Mr. William A. Ott
Dr. Rodolfo N. Perez Jr.
Barbara Ann Reuter
Mr. C. Oscar Schmidt Jr.
Mr. Horace H. Sibley
Dr. Adolph M. Stehler
Mr. Thomas E. Stonencypher
Craig A. Vedvik
Ruth A. Vedvik
Mr. William C. Warren III
Mr. Michael Wasserman
Mr. Stephen K. West
Mrs. Carole B. Whittington
Gerald O. Whittington
Mr. Frank E. Williams Jr.
Mr. W. Leroy Williams
Dr. William D. Woodward

CENTURY CLUB

(Individuals who gave \$100 to \$499)

Linda Miller Summer '14
Katherine F. Hay Rouse '16
Agnes Ball '17
** Elizabeth Dimmock Bloodworth '19
Annie Silverman Levy '19
Llewellyn Wilburn '19
Margaret Bland Sewell '20
Mary L. Dudley Gross '20
Virginia Fish Tigner '21
Helen W. Hall Hopkins '21
Edith N. Roark Van Sickle '21
Agnes Maude Adams Stokes '22
Eleanor Buchanan Starcher '22
Mary Catherine McKinney
Barker '22
Ruth Scandrett Hardy '22
Margaret Frieda Brenner Awtry '23
Hazel Lamar Starnes '23
Lucile Little Morgan '23
Martha McIntosh Nall '23
Lillian Virginia Moore Rice '23
Fredeva Stokes Ogletree '23
Atrre Alford '24
Elizabeth Henry Shands '24
Eliza Barron Hyatt Morrow '24
Corinne Jackson Wilkerson '24
Margaret McDow MacDougall '24
Edna Arnetta McMurry
Shadburn '24
Cora Frazer Morton Durrert '24
Helen Vinnedge Wright Smith '24
Mary P. Caldwell McFarland '25
Agatha Deaver Bradley '25
Josephine Douglass Smith '25
Mary Ann McKinney '25
Elizabeth Shaw McClamrock '25
Carolyn McLean Smith Whipple '25
Memory Tucker Merritt '25
Mary Belle Walker '25
Pocahontas Wright Edmunds '25

Helen Bares Law '26
Edyth Carpenter Shuey '26
Edythe N. Coleman Paris '26
Gene I. Dumas Vickers '26
Charlotte Anna Higgs Andrews '26
Mary Elizabeth Knox Hoppoldt '26
Catherine Slover Mock Hodgins '26
Ethel Reece Redding Niblack '26
Sarah Quinn Slaughter '26
Virginia Wing Power '26
Evelyn Albright Caldwell '27
Reba Bayless Boyer '27
Josephine Bridgman '27
Annette Carter Colwell '27
Martha Crowe Eddins '27
Venie Belle Grant Jones '27
Anne Elizabeth Lilly Swedenberg '27
Louise Lovejoy Jackson '27
Elizabeth Lynn Lynn '27
Elizabeth McCallie Snoots '27
Ruth McMillan Jones '27
Elizabeth Norfleet Miller '27
Virginia Love Sevier Hanna '27
Mamie Shaw Flack '27
Emily W. Stead '27
Courtney Wilkinson '27
Leila Warren Anderson '28
Madeline Dunserth Alston '28
Carolyn Essig Frederick '28
Sara Louise Girardeau Cook '28
Elizabeth McEntire '28
Evangeline T. Papageorge '28
Lila Porcher German '28
Elizabeth Roark Ellington '28
Georgia Watson Craven '28
Virginia Branch Leslie '29
Lucile Ham Bridgman Leitch '29
Bettina Bush Jackson '29
Virginia Cameron Taylor '29
Dorothy Cheek Callaway '29
Nancy Elizabeth Fitzgerald Bray '29
Elise McLaurin Gibson '29
Marion Rosalind Green Johnston '29
Elizabeth Hatcher '29
Cara Hinman '29
Katherine Hunter Branch '29
Sara Johnston Hill '29
Geraldine LeMay '29
Mary Lou McCall Reddock '29
Edith McGranahan Smith T '29
Lettie Pope Prewitt '29
Esther Rice '29
Sarah McDonald Robinson Sharp '29
Sara Frances Wimbish Reed '29
Erica Mae Winslow Taylor '29
Lillian Wurm Cousins '29
Marie Baker Shumaker '30
M. Ruth Bradford Crayton '30
Elizabeth Hertzog Branch
Johnson '30
Lucille Coleman Christian '30
** June Elizabeth Maloney Officer '30
Sarah Neely Marsh Shepard '30
Mary McCallie Ware '30
Mattie Blanche Miller Rigby '30
Lillian Adair Russell McBarth '30
Dorothy Daniel Smith '30
Martha Stackhouse Grafton '30
Sara Townsend Pittman '30
Crystal Hope Wellborn Gregg '30
Adele Taylor Arbuckle Logan '31
Sara L. Bullock '31
Minnie Eleanor Castles Osteen '31
Molly Childress Yarbrough '31
M. Ruth Etheredge Griffin '31
Jean Grey Morgan '31
Katherine Morrow Norem '31
Ruth Petty Pringle Pipkin '31
Katharine Purdie '31
Harriet Smith '31
Martha Sprinkle Raftery '31
Laelus Stallings Davis '31
Cornelia Taylor Stubbs '31
Cornelia Wallace '31
Martha North Watson Smith '31
Penelope H. Brown Barnett '32
Ruth Conant Green '32
Anne Pleasants Hopkins Ayres '32
Imogene Hudson Cullinan '32

Elizabeth Hughes Jackson '32
Mary Sutton Miller Brown '32
Lila Rose Norfleet Davis '32
Saxon Pope Barteron '32
Louise Howard Stakely '32
Nell Starr Gardner '32
Jura Taffar Cole '32
Miriam Thompson Felder '32
Martha Williamson Riggs '32
Helen Page Ackerman '33
Bernice Beary Cole '33
Josephine Clark Fleming '33
Ora Craig Stuckey '33
Helen Etheredge Griffin '33
Winona Ewbank Covington '33
Mary Felts Steedman '33
Julia Finley McCutchen '33
Margaret Glass Womeldorf '33
E. Virginia Heard Feder '33
Lucile Heath McDonald '33
Florence Kleyhecker Keller '33
Caroline Lingle Lester '33
Frances Oglesby Hills '33
Mary Louise Robinson Black '33
Mary Scutrevant Cunningham '33
Marlyn Elizabeth Tate Lester '33
Annie Laurie Whitehead Young '33
Helen Boyd McConnell '34
Nelle S. Chanlee Howard '34
Violet Denton West '34
Sybil A. Grant '34
Mary Dunbar Grist Whitehead '34
Mary Carter Hamilton McKnight '34
Marguerite Jones Love '34
Louise McCam Boyce '34
Mary McDonald Sledd '34
Sara Karr Moore Cathey '34
Frances Mildred O'Brien '34
Dorothy Potts Lavendol '34
Charlotte Reid Herlihy '34
Mary Louise Schuman Barth '34
Ruth Shippey Austin '34
Rosa Shuey Burgess '34
Mary Sloan Laird '34
Bella Wilson Lewis '34
Jane Goodwin Harbin '35
Carol Howe Griffin Seville '35
Anne Scott Harman Mauldin '35
Katherine Hertzka '35
Anna Humber Little '35
Josephine Sibley Jennings Brown '35
Caroline Long Sanford '35
Frances McCalla Ingles '35
Marguerite Morris Saunders '35
Nina Parke Hopkins '35
Wilberta Aileen Parker Sibley '35
Martha Redwine Rountree '35
Susan Turner White '35
Laura L. Whitner Dorsey '35
Jacqueline Woolfolk Mathes '35
Mary Beasley White '36
Meriel Bull Mitchell '36
Elizabeth Burson Wilson '36
Carolyne Clements Logue '36
Naomi Cooper Gale '36
Ori Sue Jones Jordan '36
Louise Jordan Turner '36
Ann Bernard Martin '36
Frances Miller Felts '36
Sarah Nichols Judge '36
Margaret Louise Smith Bowie '36
Mary Snow Seigler '36
Mary Margaret Stowe Hunter '36
Jane Thomas Tison '36
Virginia Turner Graham '36
Mary Vines Wright '36
Ann Carolyn White Burrill '36
Eloisa Alexander LeConte '37
Lucile Barnett Mirman '37
Frances Cary Taylor '37
Barbara Hertwig Meschter '37
Dorothy Jester '37
Mary Landrum Johnson Tornhom '37
Vivienne Long McCain '37
Frances McDonald Moore '37
Ora Muse '37
Mary Alice Newton Bishop '37
Mary E. Perry Houston '37
Frances Cornelia Steele Garrett '37

Nettie Mae Austin Kelley '38
Dorothy Avery Newton '38
Martha Peek Brown Miller '38
Jean Askew Chalmers Smith '38
Margaret Douglas Link '38
Doris Dunn St. Clair '38
Winifred Kellersberger Vass '38
Ola Little Kelly Ausley '38
Ellen Little Lesesne '38
Ursula Mayer von Tassin '38
Elizabeth McCord Lawler '38
Bertha Moore Merrill Holt '38
Nancy Moore Cantey '38
Margaret Morrison Blumberg '38
Grace Tazewell Flowers '38
Anne Claiborne Thompson Rose '38
Ella Virginia Watson Logan '38
Elsie West Duval '38
Jean Bailey Owen '39
Charlotte French Hightower '39
Elizabeth Furlow Brown '39
Cora Kay Hutchins Blackwelder '39
Elizabeth Kenney Knight '39
Dorothy Nell Lazenby Stripe '39
Ella Hunter Mallard Nunestein '39
Marie Merritt Rollins '39
Helen Moses Regenstein '39
Mary Ruth Murphy Chesnut '39
Lou Pate Jones '39
Mamie Lee Ratliff Finger '39
Jeanne Wilson Redwine Davis '39
Mary Elizabeth Shepherd Green '39
Aileen Shortley Talley '39
Beryl Spooner Broome '39
Virginia Tumlin Guffin '39
Elinor Tyler Richardson '39
Frances Abbot Burns '40
Carolyn Alley Peterson '40
Shirley Armentrout Kirven '40
Margaret Barnes Carey '40
Evelyn Baty Christman '40
Marguerite Baum Muhlenfeld '40
Carolyn Forman Piel '40
Marian Franklin Anderson '40
Bryant Holsenbeck Moore '40
Margaret Hopkins Martin '40
Georgia Hunt Elsherry '40
Eleanor Hutchens '40
Mildred Joseph Colyer '40
Jane D. Knapp Spivey '40
Eloise McCall Guyton '40
Mary Frances Moore Culpepper '40
Nell Moss Roberts '40
Katherine Patton Carsow '40
Nell Pinner Wisner '40
Mary Reims Burge '40
Harriet Stimson Davis '40
Edith Stover McFee '40
Henrietta Thompson Wilkinson '40
Emily Underwood Gault '40
Grace Ward Anderson '40
G. Gentry Burks Bielaski '41
Freda Copeland Hoffman '41
Jean E. Dennison Brooks '41
Martha Dunn Kerby '41
Caroline Wilson Gray Truslow '41
Nancy Joy Gribble Nelson '41
Helen Hardie Smith '41
Anne Foxworth Martin Elliott '41
Anna Louise Meiere Culver '41
Marjorie Merlin Cohen '41
Martha Moody Laseter '41
Margaret Nix Ponder '41
Pattie Patterson Johnson '41
Elta Robinson Posey '41
Lillian Schwencke Cook '41
Dorothy Travis Joyner '41
Tommy Turner Peacock '41
Ida Jane Vaughan Price '41
Elizabeth Alden Warr White '41
Mary Rebekah Andrews McNeill '42
Betty Ann Brooks '42
Anne Chambless Bateman '42
Sarah Copeland Little '42
Mary Dale Drennan Hicks '42
Susan Dyer Oliver '42
Margaret Erwin Walker '42
Doris Henson Vaughn '42
Frances Hinton '42

Betty Medlock Clark '42
Dorothy Nabers Allen '42
S. Louise Pruitt Jones '42
Helen Schukrait Sutherland '42
Marjorie Simpson Ware '42
Frances Tucker Johnson '42
Alta Webster Payne '42
Dorothy Ellen Webster Woodruff '42
Olivia White Cave '42
Mary Jane Auld Linker '43
Betty E. Bates Fernandez '43
Mary Blakemore Johnston '43
Mary Carolyn Brock Williams '43
Alice W. Clements Shinnall '43
Mary Ann Cochran Abbott '43
Laura Cumming Northey '43
Anne Frierson Smoak '43
Nancy Green Carmichael '43
Susan Guthrie Fu '43
Imogene Hunt King Stanley '43
Leona Leavitt Walker '43
Sterley Lehey Wilder '43
Bennye Linzy Sadler '43
Betty Pegram Sessoms '43
Patricia Elizabeth Perry Reiss '43
Catherine B. Roberts Shanks '43
Ruby Rosser Davis '43
Clara Rountree Couch '43
Caroline Leiby Smith Hassell '43
Regina P. Stokes Barnes '43
Mabel Stowe Query '43
Barbara E. Wilber Gerland '43
Katherine Wright Phillips '43
Bettye Ashcraft Senter '44
Betty Bacon Skinner '44
Mary Ann Barfield
Bloodworth '44
Marquerite Bless McInnis '44
Louise Breedin Griffiths '44
Frances Margaret Cook Crowley '44
Elizabeth Edwards Wilson '44
Julia Harvard Warnock '44
Aurie Montgomery Miller '44
Marjorie Tippins Johnson '44
Ruth Anderson Stall '45
Mary Barbara Azar Maloot '45
Carol Anne Barge Mathews '45
Betty Campbell Wiggins '45
Emma Virginia Carter Caldwell '45
Hansell Cousar Palme '45
Elizabeth Daniel Owens '45
Elizabeth Davis Shingler '45
Anne Eguen Ballard '45
Pauline Ertz Wechsler '45
Elizabeth Farmer Gaynor '45
Barbara Frink Allen '45
Elizabeth Glenn Stow '45
Leila Burke Holmes '45
Jean Hood Booth '45
Kittie Kay Norment '45
Sue L. Mitchell '45
Gloria Jeanne Newton Snipes '45
Margaret Virginia Norris '45
Jean Satterwhite Harper '45
Margaret Shepherd Yates '45
Bess Sheppard Poole '45
Mary Ann Elizabeth Turner
Edwards '45
Kate Webb Clary '45
Frances Louise Wooddall
Talmadge '45
Martha Clark Baker Wilkins '46
Emily Ann Bradford Batts '46
Kathryn Burnett Gatewood '46
Mary C. Carell '46
Mary Ann Courtenay Davidson '46
Eleanor Davis Scott '46
Conradine Fraser Riddle '46
Elizabeth Hotin Johnson '46
Lura Johnston Watkins '46
Marjorie Karlson '46
Marianna Kirkpatrick Reeves '46
Mary E. McConkey Reimer '46
Elizabeth Miller Turner '46
Celestra Powell Jones '46
Anne Register Jones '46
Eleanor Reynolds Verdery '46
Ruth Ryner Lay '46
Margaret Scott Carhey '46

Betty Smith Satterthwaite '46
 Jean Stewart Stator '46
 Martha Sunkes Thomas '46
 Maud Van Dyke Jennings '46
 June Bloxton Dever '47
 Eleanor Calley Cross '47
 Jane Cooke Cross '47
 Martha Elizabeth Crabill Rogers '47
 Helen Catherine Currie '47
 Dorothy Nell Galloway Fontaine '47
 Mynele Blue Grove Harris '47
 Genet Heery Barron '47
 Ann Hough Hopkins '47
 Theresa Kemp Setze '47
 Marguerite Mattison Rice '47
 Edith Merrin Simmons '47
 Lorena Jane Ross Brown '47
 May Turner Engeman '47
 Emma Jean Williams Hand '47
 Betty Ann Zeigler De La Mater '47
 Jane Woodward Alsobrook Miller '47
 Ruth Bastin Slentz '48
 Barbara Blair '48
 Mary Alice Compton Osgood '48
 Jean Henson Smith '48
 June Irvine Torbert '48
 Mary Elizabeth Jackson Etheridge '48
 Anne Elizabeth Jones Crabill '48
 Mary Manly Ryman '48
 Lora Jennings Payne Miller '48
 Betty Powers Crisp '48
 Betty Blackmon Kinnett '49
 Susan Dowdell Bowling Dudley '49
 Frances Brannan Hamrick '49
 Mary Price Coulling '49
 Bettie Davison Bruce '49
 Betsy Deal Smith '49
 Jane David Elford Watkins '49
 Evelyn Foster Henderson '49
 Martha Goddard Lovell '49
 Harriet Ann Lorton Major '49
 Nancy Parks Donnan '49
 Patty Persohn '49
 * Mary Helen Phillips Hearn '49
 Betty Jo Sauer Mansur '49
 Elizabeth Wood Smith '49
 Edith Stowe Barkley '49
 Jean Tollison Moxley '49
 Virginia Vining Skelton '49
 Martha Reed Warlick Brame '49
 Johanna Wood Zachry '49
 Helen Elizabeth Austin Callaway '50
 Katherine Dickey Bentley '50
 Elizabeth Dunlap McAliley '50
 Helen Edwards Propst '50
 Margaret Glenn Lyon '50
 M. Anne Haden Howe '50
 Sarah Hancock White '50
 Marie Heng Heng '50
 Jessie A. Hodges Kryder '50
 Norah Anne Little Green '50
 Marjorie Major Franklin '50
 Miriam Mitchell Ingman '50
 Pat Overton Webb '50
 Virginia Skinner Jones '50
 Martha Elizabeth Stowell Rhodes '50
 Isabel Truslow Fine '50
 Mary Ida Wilson '50
 Su Boney Davis '51
 Anna DeVault Haley '51
 Nell Floyd Hall '51
 Sara Luverne Floyd Smith '51
 Carolyn Galbreath Zehnder '51
 Anna Gounaris '51
 Margaret Hunt Denny '51
 Virginia Arnold Leonard '51
 Mary Caroline Lindsay '51
 Jimmie Ann McGee Collings '51
 Sarah McKee Burnside '51
 Carol Louise Munger '51
 Eliza Pollard Mark '51
 Bettie Shipman Wilson Weakley '51
 Eugenia Wilson Collins '51
 Ann Marie Woods Shannon '51
 Ann Boyer Wilkerson '52
 Shirley Ford Baskin '52
 Kathryn Martha Freeman Stelmer '52

Phyllis Galphin Buchanan '52
 Barbara Grace Palmour '52
 Shirley Heath Roberts '52
 Louise Monroe Jett Porter '52
 Helen Frances Land Ledbetter '52
 Lillian Ritchie Sharian '52
 Helen Jean Roberts Seaton '52
 Frances Sells Grimes '52
 Winnie Strotzer Hoover '52
 Mary Alverta Bond '53
 Donna Dugger Smith '53
 Betty Ann Green Rush '53
 Sarah Crewe Hamilton Leathers '53
 Keller Henderson Barron '53
 Ellen Earle Hunter Brumfield '53
 Anne Wortley Jones Sims '53
 Shirley Samuels Bowden '53
 Rita May Scott Cook '53
 Priscilla Sheppard Taylor '53
 Anne Thomson Sheppard '53
 Eleanor Hutchinson Smith '54
 Carol Jones Hay '54
 Mitzi Kiser Law '54
 Mary Newell Rainey Bridges '54
 Caroline Reiner Kemmerer '54
 Kathleen Whitfield Perry '54
 Susanna May Byrd Wells '55
 Sara Dudley Ham '55
 Gracie Greer Phillips '55
 Ann Louise Hanson Merklein '55
 Mary Pauline Hood Gibson '55
 Mary Alice Kemp Henning '55
 Jeanne Levie Berry '55
 Catherine Louise Lewis Callaway '55
 Callie C. McArthur Robinson '55
 Sara Minto McIntyre Bahner '55
 Peggy Anne McMillan White '55
 Peggy Pfeiffer Bass '55
 Margaret Rogers Lee '55
 Dorothy Sands Hawkins '55
 Agnes Milton Scott Willoch '55
 Sue Walker Goddard '55
 Pauline Waller Hoch '55
 Anne Lowrie Alexander Fraser '56
 Nonette Brown Hill '56
 Mary Jo Carpenter '56
 Claire Flintom Barnhardt '56
 Priscilla Goodwin Bennett '56
 Ann Lee Gregory York '56
 Louise Harley Hull '56
 Helen Haynes Patton '56
 Nancy Craig Jackson Pitts '56
 Alice Johnston Ballenger '56
 Marion Virginia Love Dunaway '56
 B. Louise Rainey Ammons '56
 Rameh Fay Richard Owens '56
 Catherine Tucker Wilson Turner '56
 Elizabeth Ansley Allan '57
 Joyce Brownlee '57
 Betty Carmichael Maddox '57
 Frances Cork Engle '57
 Sally Fortson McLenore '57
 Grace Molineux Goodwin '57
 Patricia Guynup Corbus '57
 Carolyn Herman Sharp '57
 Frances Holtsclaw Berry '57
 Rachel King '57
 Elaine Lewis Hudgins '57
 Nancy Love Crane '57
 Frances McSwain Pruitt '57
 Mollie Merrick '57
 Margaret Minter Hyatt '57
 Jean Price Knapp '57
 Martha Jane Riggins Brown '57
 Ann Norris Shires Penuel '57
 Carolyn Smith Galt '57
 Emiko Takeuchi '57
 Anne Terry Sherren '57
 Anne S. Whitfield '57
 Anna Fox Avil Stribling '58
 Grace Chao '58
 Nancy Alice Nicklack Dantzer '58
 Martha Davis Rosselot '58
 Elizabeth Hanson Duerr '58
 Hazel Ellis '58
 Frankie Flowers Van Cleave '58
 Patricia Gover Bitter '58
 Eileen Graham McWhorter '58
 Sara Margaret Heard White '58

Alumnae giving set new records at \$502,970. Overall, the Office of Development received \$3,275,606, surpassing last year's record of \$2,514,112.

Eleanor Kallman Roemer '58
 Nora Alice King '58
 Carolyn Magruder Ruppenthal '58
 Maria Menetee Martoccia Clifton '58
 Judy Nash Gallo '58
 Martha Ann Oeland Hart '58
 Phia Peppas Kanellos '58
 Blythe Posey Ashmore '58
 Caroline Romberg Silcox '58
 Shirley Sue Spackman May '58
 Langhorne Sydnor Mauck '58
 Harriet Talmadge Mill '58
 Delores Ann Taylor Yancey '58
 Gene Allen Reiner Vargas '58
 Llewellyn Bellamy Page '59
 Patricia Forrest Davis '59
 Sidney Mack Howell Fleming '59
 B. Wynn Hughes Tabor '59
 Jane King Allen '59
 Jane Kraemer Scott '59
 Mildred Ling Wu '59
 Margaret Ward Abernethy Martin '59
 Caroline Pruitt Hayes '59
 Irene Shaw Grigg '59
 Annette Teague Powell '59
 Nell Archer Congdon '60
 Lucy Cole Gratton '60
 Louise Crawford Feagin Stone '60
 Bonnie Gershen Aronin '60
 Jane Imray Shapard '60
 Linda Mangum Jones Klett '60
 Jane Law Allen '60
 Sallie Meek Hunter '60
 Wilma Muse '60
 Warnell Neal '60
 Everdina Nieuwenhuis '60
 Jane Norman Scott '60
 Marcia Louise Tobey Swanson '60
 Judith Ann Albergotti Hines '61
 Pamela Bevier '61
 Sally Bryan Minter '61
 Kathryn Ann Chambers Elliott '61
 Medora Ann McBride Chilcutt '61
 Jean Marie Corbett Griffin '61
 Mary Wayne Crymes Bywater '61
 Elizabeth Dalton Brand '61
 Julia Akin Doar Grubb '61
 Katherine Gwaltney Remick '61
 Sarah Kelso '61
 Mary Taylor Lipscomb Garrity '61
 Julia G. Maddox Paul '61
 Nancy A. Moore Kuykendall '61
 Barbara Mordecai Schwanebeck '61
 Emily Pancake '61
 Grace Ann Peagler Gallagher '61
 Charne Robinson Ritter '61
 Elizabeth Shepley Brophy '61
 Kathryn Page Smith Morahan '61
 M. Harriet Smith Bates '61
 Patricia Walker Bass '61
 Martha Campbell Williams '62
 Vivian Conner Parker '62
 Peggy Frederick Smith '62
 Elizabeth Gillespie Proctor '62
 Janice Heard Baucum '62
 Ann Pauline Hutchinson Beason '62
 Norris Johnston Goss '62
 Isabel Kallman Anderson '62
 Beverly K. Kenton Mason '62
 Milling Kinard '62

Nancy Nelms Garrett '62
 Ethel Oglesby Horton '62
 Marjorie Hayes Reitz Turnbull '62
 Elizabeth Withers Kennedy '62
 Judy Brantley '63
 Sarah Stokes Cumming Mitchell '63
 Mary Jane Fincher Peterson '63
 Elizabeth B. Hutcheson Barringer '63
 Lelia Jones Graham '63
 Leigh Maddox Brown '63
 Robin Patrick Johnston '63
 Lee Shepherd '63
 Miriam St. Clair '63
 Kaye Stapleton Redford '63
 Lydia Sudbury Langston '63
 L. Elizabeth Thomas Freyer '63
 Mary K. Troup Rose '63
 Mary Ruth Walters McDonald '63
 Louisa Walton McFadden '63
 M. Elizabeth Webb Nugent '63
 Michele Bullard Smith '64
 Carolyn Clarke '64
 Elizabeth Gillespie Miller '64
 E. Dianne Hunter Cox '64
 Sally Loree James '64
 Susan Keith-Lucas Carson '64
 Shirley E Lee '64
 A. Crawford Meginniss Sandefur '64
 Anne Minter Nelson '64
 Mary Mac Mitchell Saunders '64
 Margaret Moses Zimmer '64
 Carolyn Newton Curry '64
 Becky A Reynolds Bryson '64
 Lila Sheffield Howland '64
 Mary Lynn Weekley Parsons '64
 Suzanne P West Guy '64
 Florence Willey Perusse '64
 Betty Hunt Armstrong McMahon '65
 Rebecca Beusse Holman '65
 Sally Blackard Long '65
 Sally Bynum Gladden '65
 Katherine Bailey Cook Schafer '65
 Helen West Davis Hatch '65
 Doris El-Tawil '65
 Patricia Gay Nash '65
 Dee Hall Pope '65
 Nancy C Hammerstrom Cole '65
 Linda Kay Hudson McGowan '65
 Kenney Knight Linton '65
 Elisabeth Malone Boggs '65
 Elizabeth Wilson McCain '65
 Diane Miller Wise '65
 Margaret Murphy Hunter '65
 Dorothy Robinson Dewberry '65
 Barbara Rudisill '65
 Harriette Russell Flinn '65
 Anne Schiff Faivus '65
 Mary Lowndes Smith Bryan '65
 Meriam Elyene Smith Thompson '65
 Charlotte Webb Kendall '65
 Sandra Hay Wilson '65
 Judith Ahron '66
 Beverly Allen Lambert '66
 Betty Ann Allgeier Cobb '66
 Marilyn Janet Breen Kelley '66
 Mary Hopper Brown Bullock '66
 Nancy Bruce Truluck '66
 Vicky Campbell Patronis '66
 Joan DuPuis '66
 Jean Gaskell Ross '66

J. Jean Jarrett Milnor '66
 Ellen M. King Wiser '66
 Susan Wiley Ledford Rust '66
 Connie Louise Magee Keyser '66
 Helen Mann Liu '66
 Elizabeth McGeachy Mills '66
 Portia Morrison '66
 Anne Morse Toppie '66
 Sonja Nelson Cordell '66
 Malinda Snow '66
 Martha Abernethy Thompson '66
 Sarah S. Uzzell-Rindlaub '66
 Nancy Carol Whiteside '66
 Maria Papageorge Artemis '67
 Jane Watt Balsley '67
 Linda Cooper Shewey '67
 Ida Copenhagen Ginter '67
 Alice Finn Hunt '67
 Andrea L. Huggins Flaks '67
 Ann Wellington Hunter Wickes '67
 Elizabeth Hutchinson Cowden '67
 Linda Jacoby Miller '67
 Lucy Ellen Jones Cooley '67
 Jane Keiger Gehring '67
 Caroline Dudley Lester Tye '67
 Clair McLeod Muller '67
 Ann Winfield Miller Morris '67
 Judy Hurst Nuckols Offutt '67
 Caroline Owens Crain '67
 Susan M. Phillips '67
 Ann Roberts Divine '67
 Susan Janelle Slight Mowry '67
 M. Susan Stevens Hitchcock '67
 Sallie Tate Hodges '67
 Sandra Welch Williams '67
 Elizabeth Alford Lee '68
 Lynne Anthony Butler '68
 Sally Bainbridge Akridge '68
 Lucie Barron Eggleston '68
 Kathleen Blee Ashe '68
 Laurie Gay Carter Tharpe '68
 Elizabeth Ann Glendinning '68
 Jeanne Elizabeth Gross Johnson '68
 Gabrielle Guyton Johnson '68
 Charlotte Hart Riordan '68
 Gue P. Pardue Hudson '68
 Elizabeth Ann Jones Bergin '68
 Suzanne Jones Harper '68
 Katherine McCracken Maybank '68
 Margaret Garrett Moore Hall '68
 Betty Jane Renfro Knight '68
 Georganne Rose Cunningham '68
 Johanna Scherer Hunt '68
 Christie Theriot Woodfin '68
 Mary Ruth Wilkins Negro '68
 Linda Faye Woody Perry '68
 Patricia Auclair Hawkins '69
 Beth Bailey '69
 Mary Bolch Line '69
 Julie Cortrill Ferguson '69
 Janice S. Cribbs '69
 Janie Davis Hollerorth '69
 Margaret M. Flowers Rich '69
 Margaret Gillespie Sewell '69
 Lalla Griffith Mangin '69
 Nancy Holtman Hoffman '69
 Beverly Gray LaRoche Anderson '69
 Letitia Lowe Oliveira '69
 Johnnie Gay Martin '69
 Dianne Louise McMillan Smith '69
 Mary Anne Murphy Hornbuckle '69
 Elta Posey Johnston '69
 Susan Atkinson Simmens '70
 Bonnie E. Brown Johnson '70
 Leslie Buchanan New '70
 Deborah Ann Claiborne '70
 Catherine DuVall Vogel '70
 Cheryl Ann Granade Sullivan '70
 Martha C. Harris Entreklin '70
 Mary Willis Hatfield LeCroy '70
 Ruth Hannah Hyatt Heffron '70
 Kathy Johnson '70
 Hollie Duskin Kenyon Fiedler '70
 Carol Ann McKenney Fuller '70
 Catherine B. Oliver '70
 Freida Cynthia Padgett Henry '70
 Martha L. Ramey '70
 Nancy Everette Rhodes '70
 Sally Ann Skardon '70

A conversion to the semester system, including a complete revision of the calendar, general requirements and departmental programs was completed in record time.

Marylu Tippet Villavieja '70
Deborah Lee Banghart Mullins '71
Evelyn Young Brown Christensen '71
Vicki Linda Brown Ferguson '71
Karen Lane Conrads Whell '71
Julia Virgil Couch Mehr '71
Jane Ellen Durttenhaver Hursey '71
Frances Folk Zymont '71
Margaret Funderburk O'Neal '71
Carolyn Orelha Gailey Christ '71
Patricia Johnston Feuillehois '71
H. Tyler McFadden '71
Nancy Ann Newton '71
Eleanor Hunter Ninestein '71
Barbara Herta Paul '71
Sharon Sue Roberts Henderson '71
Katherine Setze Horne '71
Ellen McGill Tinkler Reing '71
Bernie Louise Todd Smith '71
Mary Caroline Turner '71
Harriet Elizabeth Amos '72
Rose Eileen Bluerock Brooks '72
Julia Seabrook Cole Bouhabib '72
Debra Ann Gay Wiggins '72
Dianne Gerstle Niedner '72
Claire Ann Hodges Burdett '72
Mary Jean Horney '72
Deborah Anne Jordan Bates '72
Jeanne Elizabeth Kaufmann
Manning '72
Mary Jane King '72
Deborah Long Wingate '72
Linda Sue Malay Ozier '72
Virginia Norman Neh Price '72
Nancy King Owen Merritt '72
Susan Downs Parks Grissom '72
Mary Laura Reeves Scanlon '72
Helen Reid Roddy Register '72
Katherine Amante Smith Acuff '72
Susan Bryant Scrimson Peak '72
Nancy Delilah Thomas Tappins '72
Susan Williams Gornall '72
Faye Ann Allen Sisk '73
Carolyn Suzanne Arant Handell '73
Sally Campbell Bryant Oxley '73
Mary Margaret Clark Tuttle '73
Deborah Merce Corbett Gaudier '73
Martha Forman Foltz Manson '73
Judith Kay Hamilton Grubbs '73
Resa Laverne Harris '73
Margaret van Buren Lines Thrash '73
Janifer Marie Meldrum '73
Deborah Lee Newman Mattern '73
Elizabeth Ann Rhett Jones '73
Martha Carpenter Schabel
Beattie '73
Nadja Seick Earl '73
Janet Elizabeth Short '73
Edith Carpenter Waller
Chambliss '73
Suzanne Lee Warren Schwank '73
Cynthia Merle Wilkes Smith '73
Cherry Marie Wood '73
Barbara Letitia Young
McCutchen '73
Marianne Bradley '74
Patricia Ann Cook Bates '74
Vivienne Ryan Drakes McKinney '74
Lynn Elizabeth Ezell Hendrix '74

Mary Lynn Gay Bankston '74
Teresa Louise Lee '74
Claire Owen Studley '74
Vicki Lynn Baynes Jackson '75
Jana Vail Macheth '75
Mary Gay Morgan '75
Betsy Wall Carter '75
Rebecca McPherson Weaver '75
Eva Angela Adan '76
Gay I. Blackburn Maloney '76
Vernita A. Bowden Lockhart '76
Sue Frances Diseker Sahar '76
Emily G. Dunbar-Smith '76
Henrietta Barnwell Leland
Whelchel '76
Jennifer Rich Kaduck '76
Laurie Dixon Williams Ataway '76
Evelyn Elizabeth Bahcock '77
Elizabeth Rachel Doscher
Shannon '77
Terri Ann Keeler Niederman '77
Kate Kussrow McConaughy '77
Susan Patricia Pirkle Trawick '77
Rebecca L. Johnson Bisher '78
Wanda Emma McLemore '78
Judith K. Miller Bohan '78
Kathryn Schnittker White '78
Mary Anna Smith '78
Melody Kathryn Snider Porter '78
Marybeth Whitmire Hegerty '78
Christina Wong Leo '78
Susan Bethune Bennett '79
Debby Daniel-Bryant '79
Anne Curtis Jones '79
Evelyn L Kirby Jones '79
Virginia Lee McMurray '79
Sandra Anne Burson Hosford '80
Sarah Ann Fairburn '80
Kemper Hatfield Graham '80
Keller Leigh Murphy Torrey '80
Judith Ann Smith Willis '80
Katherine Zarkowsky Broderick '80
Beth Arant McIlwain '81
Stephanie Jane Chisholm '81
Alexandra Y. Gonsalves Brooks '81
Henrietta C. Halliday '81
Susan Gail Kennedy Blackwood '81
Laura D. Newsome '81
Julie Oliver Link '81
Susan G. Smith '81
Lynn Pace Stonicypher '81
Lynda Joyce Wimberly '81
Margaret Vanneman Bynum '82
Margaret Carpenter Beain '82
Elizabeth Frances Daniel Holder '82
Lu Ann Ferguson '82
Kathleen Bell Fulton '82
Caroline McKinney Reaves
Wilson '82
Sara Robinson Chambliss '82
Elizabeth O'Hear Young '82
Laura Carolyn Crompton '83
Kathryn Hart '83
Anonymous '84
Dorothy Kidd Sigwell '84
Bradie Catherine Barr '85
Janet Cumming '85

Joanna Margaret Wiedeman
Quillen '85
Mercedes Badia-Moro '86
Barrow-Gwinnett-Newton Alumnae
Club
Central Florida Alumnae Club
Southeast Georgia Alumnae Club
Mr. D. Stephen Acuff
Juanita Adams
Mr. Bona Allen IV
Dr. Wallace M. Alston, Sr.
Dr. Wallace M. Alston Jr.
Mr. R. W. Anderson
Dr. Tom B. Anderson
Mr. Robert Lawrence Ashe Jr.
Dean S. Attaway
Mr. T. Maxfield Bahner
Mr. C. Perry Bankston
Mr. Henry J. Barnes
Mr. R. H. Barnhardt
Mr. Thomas L. Bass
Dr. John W. Bates
Mr. J. L. Batts
Mr. Charles Walter Baucum
Mr. Ander Beain
Mr. Amos T. Beason
Mr. Henry A. Beattie III
Mr. John A. Bennett
Mr. Michael G. Bennett
Mr. B. Carroll Berry
Rev. Edward R. Berry Jr.
Mr. D. F. Blackwelder
Dr. Max M. Blumberg
Mr. Richard P. Boggs
Mr. Michael S. Bohan
Mr. & Mrs. Henry L. Bowden
Mr. Robert C. Bowden
Mr. W. J. Brame
Mr. Harilee Branch Jr.
Mr. R. Alfred Brand III
Mr. John Broderick
Mr. Hugh D. Broome Sr.
Mr. Bennett A. Brown
Mrs. Byron K. Brown
Mr. James Pope Brown
Mr. Joseph E. Brown
Mr. Rodney C. Brown
Mr. Lacy H. Brumfield
Mr. Bruce L. Bryson Jr.
Mr. J. O. Buchanan
Mr. George D. Bullock
Mr. Edward B. Burdett
Dr. Dan Burge
Dr. Wade W. Burnside
Gordon Calhoun Bynum
Mr. George W. Caldwell
Mr. T. M. Callaway Jr.
Mr. J. Willis Cante
Mr. Ben W. Carmichael
Mr. William B. Carssow
Mr. John S. Carter
Dr. & Mrs. Walter B. Chandler
Mr. Ralph C. Christensen
Mr. Schuyler M. Christian
Mr. Oscar Cohen
Dr. & Mrs. W. F. Collar Jr.
Dr. Thomas A. Collings
Mr. James F. C. Colyer
Mr. Pemberton Cooley III
Mr. Fred Culpepper Jr.
Mr. Lewis E. Culver
Mr. James B. Cumming
Mr. Charles B. Cunningham
Mr. & Mrs. William M. Curd
Mr. Lorenzo N. Dantzer IV
Mr. J. B. Davidson
Rev. C. Edward Davis
Mr. Neil O. Davis
Mr. Ovid R. Davis
Dr. Robert P. Davis
Decatur Presbyterian, Women of the
Church

Mr. James W. Dewberry
Mr. & Mrs. Franklin G. Dill
Mr. Robert A. Donnan
Mr. Hugh M. Dorsey Jr.
Mark M. Dumas
Dr. Dan A. Dunaway
Dr. & Mrs. Gary S. Dunbar
** Dr. E. M. Dunstan
Dr. Florene Dunstan
Mr. & Mrs. Percy Echols
Mr. Thomas K. Eddins Jr.
Mr. Ken E. Edwards Jr.
Mr. Phillip L. Elliott
Mr. J. E. Faulkner Jr.
Mr. Donald P. Ferguson
Dr. J. D. Fleming Jr.
Mr. & Mrs. L. Lamar Floyd
Mr. Eugene V. Fontaine
Dr. Van Fraser
Mr. Fred R. Freyer Jr.
Mr. Franklin M. Garrett
Mrs. M. W. Gattshall
Mr. Clarence W. Gault
Mr. Louis A. Gerland Jr.
Mr. Thomas W. Goodwin Jr.
Mrs. Rachel R. Gordon
Mr. Barry D. Goss
Mr. R. Travers Green
Mr. Tucker Grigg Jr.
Dr. Nancy Groseclose
Dr. Robert L. Grubb Jr.
Mr. Robert L. Guffin
Mr. Conrad M. Hall
Mr. Jesse S. Hall
Mr. Donald L. Handell
Mr. Edward P. Harper
Mr. George L. Harris Jr.
Mr. & Mrs. John S. Harrison
Mr. Edward G. Hawkins
Mr. Sidney E. Hawkins
Dr. Lewis S. Hay
Mr. James Hayes
Mr. Robert C. Heffron Jr.
Mr. U. V. Henderson
Dr. Basil V. Hicks
Mr. & Mrs. C. B. Highland Jr.
Mr. John D. Hightower
Mr. Henry L. Hills
Mr. Paul G. Hines
Mr. Joe E. Hodge III
Mr. Scott Hogg
Mr. Robert G. Holman
Dr. Arvah Hopkins
Mr. Jon E. Hornbuckle
Mr. Carey J. Horne
Mr. E. S. Horney
Mr. Robert M. Horton
Dr. David A. Hosford
Mr. W. Slocum Howland Jr.
Mr. Jewell Bell Hudgins Jr.
Mr. William T. Hudson Jr.
Mr. Charles C. Hull
Mr. & Mrs. Louis P. Humann Sr.
Mr. J. A. Ingram Jr.
Dr. Daniel F. Jackson
Mrs. Adeline M. Johnson
Mr. C. E. Johnson Jr.
Mr. David C. Johnson
Mr. Edward A. Johnson
Mr. James E. Johnson
Mr. Joseph F. Johnston
Mr. Boisleuillet Jones
Mr. J. Malcolm Jones
Dr. Ronald M. Jones Jr.
Mr. Hugh H. Joyner
Harry T. & Betty C. Jukes
Mr. William W. Kaduck Jr.
Mr. James L. Kanellos
Mr. William M. Keller
Mr. K. K. Kelley
Mr. John L. Kemmerer
Mr. James R. Kennedy
Mr. W. D. Kerby Jr.
Mr. Robert S. Keyser
Mr. J. D. Kirven Jr.
Mr. Robert J. Klett

Dr. C. Benton Kline Jr.
Mr. James H. Knight
Rev. William H. Kryder
Mr. Charles C. Langston Jr.
Mr. Joseph E. Lay
Mr. James A. LeConte
Mr. James C. Leathers
Mr. James A. Leitch Jr.
Prof. William W. Leonard
Mr. Louis L. Lesesne
Mr. Donald A. Leslie
Mr. Stephen C. Link
Mr. J. Burton Linker Jr.
Mr. Sidney E. Linton
Mr. Ker Fah Liu
Mr. Wade H. Logan Jr.
Dr. James M. Major
Mr. Mark Daniel Maloney
Mr. Albert M. Mangin
Mr. James V. Manning
Mr. Joseph Manson
Prof. Kathryn A. Manuel
Mr. Ralph H. Martin
Mr. & Mrs. Thomas L. Martin
Dr. Frank Alfred Mathes
Mr. Ferrin Y. Mathews
Mr. Robert H. Mauck
Dr. Prescott D. May Jr.
Dr. & Mrs. Paul M. McCain
Mr. Glenn McCutchen
Mr. Robert M. McFarland Jr.
Mr. William C. McFee
Prof. Terry S. McGehee
Mr. & Mrs. Robert E. McIntosh
Mr. John W. McIntyre
Prof. Kate McKemie
Mr. Calvin B. McLaughlin
Mr. John C. B. McLaughlin
Mr. M. E. McMahon
Mr. M. Shawn McMurray
Mr. Hector M. McNeill
Mr. Ellis K. Meacham
Mr. Roger P. Melton
Mr. Ernest Merklein
Mr. W. Robert Mill
Mr. Robert G. Miller Jr.
Mr. William A. Mills
Mr. W. B. Minter
Mr. Jerrold A. Mirman
Mr. Carl Moore
Captain Edward Muhlenfeld
Mr. Thomas H. Muller Jr.
Mr. James D. Mullins
Mr. Malcolm P. Nash III
Mr. Robert S. Nelson
Dr. Malcolm B. Niedner Jr.
Dr. Jeffrey T. Nugent
Mr. W. Ennis O'Neal
Mr. & Mrs. R. Lamar Oglesby
Dr. John G. Oliver
Mr. Gary L. Orkin
Dr. Walton H. Owens Jr.
Mr. Lance W. Ozier
Dr. Hayne Palmour
Mr. J. E. Parker
Mr. John E. Parse
Dr. John H. Patton
Miss Margaret M. Perry
Mr. Hugh Peterson Jr.
Mr. & Mrs. John Pfeiffer Jr.
Dr. J. Davison Philips
Dr. John J. Piel
Mr. J. Douglas Pitts
Mr. Philip T. Porter
Mr. George W. Power
Colonel & Mrs. G. J. Prater Jr.
Admiral Frank H. Price
Mr. Robert R. Price
Dr. Charles R. Propst
Dr. J. Crayton Pruitt
Roger K. Quillen
Mr. & Mrs. Benjamin Quintana
Mr. Philip Rufferty
Mr. Robert H. Ramsey
Mr. Louis Regenstein Jr.
Dr. James W. Reing
Mr. B. Scott Rich
Mr. J. A. Riggs Jr.
Mr. Leshe Robinson

Mr. Richard G. Rosselot
 Mr. C. Robert Ruppenthal
 Mr. Milton Ryman Jr.
 Mr. Thomas E. Sandetur Jr.
 Henry C. Sawyer
 Patrick M. Scanlon
 Mr. William L. Schafer Jr.
 Mr. Richard M. Schubert
 Mary Leslie Scott
 Mr. Paul B. Scott Jr.
 Dr. Rickard B. Scott
 Virginia M. Scott
 Mr. Robert F. Seaton
 Dr. William J. Senter
 Dr. Mary Boney Sheats
 Mr. William F. Shewey
 Mr. J. E. Shuey
 Dr. D. Hal Silcox Jr.
 Mr. Joseph F. Simmens
 Mr. G. Ballard Simmons Jr.
 Mr. Warren M. Sims Jr.
 Mr. J. H. Skelton
 Mr. B. Franklin Skinner
 Mr. Clifford W. Smith Jr.
 Mr. F. DeVere Smith
 Mr. and Mrs. Fred W. Smith
 Mr. Larry D. Smith
 Mr. W. Sam Smith
 Mr. Walter A. Smith
 Mr. William Gilbert Smith
 Mr. William H. Smith Jr.
 Dr. Samuel R. Spencer Jr.
 Mr. Albert G. Spivey Jr.
 Mr. William W. St. Clair
 Mrs. M. K. Stamm
 Dr. Chloe Steel
 Mr. Robert B. Studley
 Mr. Joe W. Sullivan Jr.
 Mr. Brian C. Swanson
 Mr. & Mrs. John E. Swink
 Mr. Marion L. Talmadge
 T. Edwin Tharpe
 Mr. & Mrs. Paul F. Thiele
 Mr. C. E. Thompson
 Dr. & Mrs. W. P. Tinkler
 Mr. W. McLean Tippins
 Mr. J. H. Topple
 Dr. John V. Torbert Jr.
 Mr. Carl J. Tornhom
 Mr. & Mrs. George O. Trahue
 Mr. Charles D. Trawick
 Mrs. Sandra S. Traywick
 Dr. Richard K. Truluck Jr.
 Dr. Roy E. Truslow
 Mr. William B. Tye
 Daniel Vargas
 Mr. Manuel Villavieja
 Mr. & Mrs. M. B. Wallace Jr.
 Mr. R. P. Warnock
 Mr. William M. Watkins II
 Mr. James R. Wells
 Mr. Charles W. West Jr.
 Mr. A. Thomas White
 Mr. C. C. White Jr.
 Mr. C. Marlin White
 Mr. William A. White Jr.
 Mr. Peter O. Whibel
 Mr. Carlton E. Wiggins
 Mr. James A. Wilkerson
 Mr. J. Richard Wilkins
 Mr. D. D. Wilkinson
 Mr. James F. Williams
 Mr. Thomas R. Williams
 Mr. Michael J. Willis
 Mr. Raymond Willoch
 Mr. Mercer E. Wilson
 Mr. H. Dillon Winship Jr.
 Rev. A. Clark Wiser
 Mr. Albert E. Wisner
 Prof. Harry Wistrand
 Penny Rush Wistrand
 Mr. Richard H. Woodfin
 Mr. Paul Woodruff
 Mr. Gerald W. Woods
 Mr. Presley Daniel Yates Jr.
 Mr. David H. Young Jr.
 Mr. & Mrs. W. M. Zarkowsky
 Mr. Michael J. Zimmer

Institute

** Annie Shannon Wiley Preston

Academy

Jean Waring Robson Rooney

1906

Ida Lee Hill Irvin

1911

Berta Lena David Farrar

1912

Martha Hall Young
 Julia Pratt Smith Slack

1914

** Annie Tait Jenkins
 Linda Miller Summer

1915

** Mary West Thatcher

1916

Katherine F. Hay Rouse
 Magara Waldron Crosby

1917

Agnes Ball
 Jane Harwell Heazel
 Mary Spotswood Payne
 Katharine B. Simpson

1918

Martha Howard Comer
 Virginia McBee Haugh Franklin
 Marie Stone Florence
 Martha Cobb Whitner Simpson

1919

** Elizabeth Dimmock Bloodworth
 Lucy Durr Dunn
 ** Lois Eve Rozier
 ** Julia Ingram Hazzard
 Verna McKee Corby
 Annie Silverman Levy
 Frances Sledd Blake
 Lulu Smith Westcott
 Llewellyn Wilburn

1920

Margaret Bland Sewell
 Mary L. Dudley Gross
 Julia Loriette Hagood Cuthbertson
 Virginia T. McLaughlin
 Margaret Eva Sanders Brannon
 ** Mary Beall Weekes Clements
 Rosalind Wurm Council

1921

Myrtle C. Blackmon
 Ida Louise Brittain Patterson
 Marjorie Busha Haley
 ** Lois Compton Jennings
 Virginia Fish Tigner
 Elizabeth Floding Morgan
 Sophie Louise Hagedorn Fox
 Helen W. Hall Hopkins
 Melville Jameson
 Anna Marie Landress Cate
 Ruth Laughon Dyer
 Jean McAlister McAlister
 Charlotte Newton
 Edith N. Roark Van Sickle
 Julia Elizabeth Tomlinson Ingram
 Evelyn Hope Wade Harwood
 Marguerite Watkins Goodman
 Ellen Garnett Wilson Chambliss

1922

Agnes Maude Adams Stokes
 Sarah Alston Lawton
 Eleanor Buchanan Starcher
 Cama Burgess Clarkson
 Helen Burkhalter Quattrebaum
 Lady Blanche Hearnig Wilbur

Mary Catherine McKinney Barker
 Ruth Scandrett Hardy
 Louie Dean Stephens Markey
 ** Laurie Belle Stubbs Johns
 Alice Whipple Lyons
 Frances A. White Weems

1923

Margaret Frieda Brenner Awtrey
 Lucile Eileen Dodd Sams
 Maud Foster Stebler
 Quenelle Harrold Shetfield
 Viola Hollis Oakley
 Lillian Tracy Kirby Lewis
 Jane Marcia Knight Lowe
 Hazel Lamar Starnes
 Lucile Little Morgan
 Josephine Logan Hamilton
 Elizabeth L. McClure McGeachy
 Martha McIntosh Nall
 Susie Margaret Mims Lazenby
 Elizabeth Washington Molloy Horr
 Lillian Virginia Moore Rice
 Fredeva Stokes Ogletree
 Sara Elizabeth Ransom Hahn
 Jessie Watts Rustin
 Margaret Yeager Brackney

1924

Anonymous
 Artie Alford
 Grace Ola Bargerom Rambo
 Ida Bearden Forehand
 Sara Brandon Rickey
 Helen Lane Comfort Sanders
 Martha Nancy Eakes Matthews
 Eunice Evans Brownlee
 Emmie B. Ficklen Harper
 Sarah Elizabeth Flowers Beasley
 Mary Frances Gilliland Stukes
 Selma Gordon Furman
 Ann E. Hatton Lewis
 Elizabeth Henry Shands
 ** Kate Higgs Vaughan
 Victoria Howie Kerr
 Eliza Barron Hyatt Morrow
 Corinne Jackson Wilkerson
 Marguerite C. Lindsey Booth
 Margaret McDow MacDougall
 Sara McDowell Joiner
 Charlotte Boyd McMurray
 Edna Arnetta McMurry Shadburn
 Annie Will Miller Klugh
 Cora Frazer Morton Durrett
 Pauline Murphy Gradick
 Weenona Peck Booth
 Lucy Merle Rhine Walker
 Cora L. Richardson
 Polly Stone Buck
 Mary Augusta Thomas Lanier
 Helen Vinnedge Wright Smith

1925

Sarah Caldwell Bond Wilder
 Lulawill Brown Ellis
 Mary Brown Campbell
 Louise Ryman Buchanan Proctor
 Mary P. Caldwell McFarland
 Catherine Elva Carrier Robinson
 Elizabeth Cheatham Palmer
 Agatha Deaver Bradley
 Josephine Douglass Smith
 Frances Gardner Welton
 Lucile Gause Fryxell
 Alice Carolyn Greenlee Grollman
 Gertrude Henry Stephens
 Sallie Elizabeth Horton Lay
 Margaret Leyburn Hyatt Walker
 Mary Keesler Dalton
 Eunice Kell Simmons
 Georgia May Little Owens
 Martha Lin Manly Hogshead
 Anne LeConte McKay Mitchell
 Mary Ann McKinney
 Harriet Pade Prouse
 Eugenia Walton Perkins Harlow
 Julia F. Pope
 Ruth Pund McCanless

Margaret Frances Rogers Law
 Elizabeth Shaw McClamtroch
 Ann Rebecca Shive Rice
 Carolyn McLean Smith Whipple
 Ella Blanton Smith Hayes
 Emily Ann Spivey Simmons
 Sarah Tate Tumlin
 Memory Tucker Merritt
 Mary Belle Walker
 Virginia Watts Beals
 Frances White
 Pocahontas Wight Edmunds
 Mary Ben Wright Erwin

1926

Helen Bates Law
 Eleanor Berger Blumenthal
 Virginia Grace Boone Whitton
 Esther Byers Pitts
 Katharine Cannaday McKenzie
 Edyth Carpenter Shuey
 Elizabeth J. Chapman Pirkle
 Edythe N. Coleman Paris
 Mary Ellen Colyer
 Mary Frances Conner Blackmon
 Louisa D. Duls
 Gene I. Dumas Vickers
 Ellen Ramey Fain Bowen
 Edith Gilchrist Berry
 Juanita Greer White
 Olive Hall Shadgett
 Charlotte Anna Higgs Andrews
 Anne Hubbard Lee
 Hazel Marcella Huff Monaghan
 Martha Ivey Farrell
 Mary Elizabeth Knox Hapgoodt
 Dessie Gray Kuhlke Ansley
 Elizabeth Little Meriwether
 Catherine Slover Mock Hodgkin
 Elizabeth Heidi Moore Kester
 Josephine Gardner North Eggleston
 Grace Augusta Ogden Moore
 Virginia Peeler Green
 Florence Elizabeth Perkins Ferry
 Louise Pfeiffer Ringel
 Addie Pharr Story
 Allene Ramage FitzGerald
 Ethel Reece Redding Niblack
 Nellie B. Richardson
 Susan Shadburn Watkins
 Sarah Quinn Slaughter
 Elizabeth Snow Tilly
 Evelyn Sprinkle Carter
 Margaret Stovall
 Margaret E. Whittington Davis
 Virginia Wing Power
 Rosalie Wootten Deck

1927

Evelyn Albright Caldwell
 Reba Bayless Boyer
 Maurine Bledsoe Bramlett
 Josephine Bridgman
 Adelaide Cannady Van Voorhies
 Annette Carter Colwell
 Dorothy Chamberlain
 Susan Evans Clayton Fuller
 Lillian Clement Adams
 Willie May Coleman Duncan
 Mildred Cowan Wright
 Martha Crowe Eddins
 Mabel Dumas Crenshaw
 Margaret Edmondson Noonan
 Emilie Louise Ehrlich Strassburger
 Mary Reed Ferguson Day
 Frances Freeborn Pauley
 Katharine King Gilliland Higgins
 Venie Belle Grant Jones
 Mary Elizabeth Heath Phillips
 Mary Rebekah Hedrick
 Martha Elizabeth Henderson Palmer
 Ann Heys Buchanan
 Katherine Houston Sheild
 Mae Erskine Irvine Fowler
 Maude Jackson Padgett
 Martha Caldwell Johnston Jones
 Lelia Barnes Joiner Cooper
 Ida Landau Sherman

Anne Elizabeth Lilly Swedenberg
 Louise Lovejoy Jackson
 Frances Lamar Lowe Connell
 Elizabeth Lynn Lynn
 Elizabeth McCallie Snoots
 Caroline McKinney Clarke
 Pauline McLeod Logue
 Ruth McMillan Jones
 Mildred Anne Morrow Renn
 Elizabeth Norfleet Miller
 Miriam Preston St. Clair
 Douglass Evans Rankin Hughes
 May Reece Forman
 Virginia Love Sevier Hanna
 Mamie Shaw Flack
 Mary Shive
 Emily W. Stead
 Edith Strickland Jones
 Elizabeth Vary
 ** Mary Clinch Weems Rogers
 Courtney Wilkinson
 Roberta Winter
 Mary Louise Woodard Clifton

1928

Anonymous
 Leila Warren Anderson
 Miriam L. Anderson Dowdy
 S. Virginia Carrier
 Patricia H. Collins Dwinell
 Lucy Mai Cook Means
 Mary Cunningham Cayce
 Betsey Davidson Smith
 Mary Ray Dobyns Houston
 Madeline Dunsenith Alston
 Carolyn Essig Frederick
 Hattie Gerschow Hirsch
 Sara Louise Girardeau Cook
 ** Muriel Griffin
 Rachel Henderlite
 Mary Mackey Hough Clark
 Alice Louise Hunter Rasnake
 Hilda Kalmon Slager
 Katherine MacLaurin MacKinnon
 Lee
 Mary Bell McConkey Taylor
 Elizabeth McEntire
 Gwendolyn McKinnon Oliver
 Mary Virginia Miller Johnson
 Lilla Mills Hawes
 Evangeline T. Papageorge
 Lila Porcher German
 Martha Doane Riley Stephenson
 Elizabeth Roark Ellington
 Mary W. Shepherd Soper
 Mary Elizabeth Shewmaker
 Mary Elizabeth Stegall Stipp
 Ruth Thomas Stemmons
 Edna Volberg Johnson
 Georgia Watson Craven
 Nancy Elizabeth Williams Arrington

1929

Margaret Andreae Collins
 Gladys Ruth Austin Mann
 Therese Barksdale Vinsonhaler
 Lillie Ruth Bellingrath Pruitt
 LaRue Berry Smith
 Virginia Branch Leslie
 Lucile Ham Bridgman Leitch
 Miriam Broach Jordan
 Hazel Brown Ricks
 Bettina Bush Jackson
 Virginia Cameron Taylor
 Dorothy Cheek Callaway
 Sara Margaret Douglass Thomas
 Mary Ellis Knapp
 Nancy Elizabeth Fitzgerald Bray
 Ethel Freeland Darden
 Lenore Shelley Gardner McMillan
 Betty Watkins Gash
 Elise McLaurin Gibson
 Alice Glenn Lowry
 Marion Rosalind Green Johnston
 Amanda L. Groves
 Elizabeth Hatchett
 Cara Hinman
 Ella May Hollingsworth Wilkerson

Katherine Hunter Branch
Dorothy Hutton Mount
Sara Johnston Hill
Evelyn Josephs Phifer
Isabel Jean Lamont Dickson
Geraldine LeMay
Isabelle Leonard Spearman
Mary Lou McCall Reddoch
Eugenia McDonald Brown
Edith McGranahan Smith T
Elinore Morgan McComb
Julia Mulliss Wier
Esther Nisbet Anderson
Eleanor Lee Norris MacKinnon
Susan Lovick Pierce Murray
Letty Pope Prewitt
Mary Prim Fowler
Mary Warren Read
Esther Rice
Helen Ridley Hartley
Augusta Winn Roberts
Sarah McDonald Robinson Sharp
Martha Selman Jacobs
Sally Southerland
Mary Gladys Steffner Stephenson
Violet Weeks Miller
Frances G. Welsh
Sara Frances Winbush Reed
Ettie Mae Winslow Taylor
Katherine Woodbury Williams
Ruth Worth
Lillian Wurm Cousins

1930

Pauline Francis Adkins Clark
Walterette Arwood Tanner
Louise Baker Knight
Marie Baker Shumaker
Eleanor Bonham Deex
M. Ruth Bradford Crayton
Elizabeth Hertzog Branch Johnson
Frances Persons Brown Milton
Mary Brown Armstrong
Emily E. Campbell Boland
Lucille Coleman Christian
Lillian Opie Cook McFarland
Mary Cope Sweet
Gladney Cureton
Clarence H. Dorsey
Clemetette Downing Rutenber
Anne Ehrlich Solomon
Alice Louise Garretson Bolles
Ione Gueth Brodmerkel
Jane Bailey Hall Hefner
Polly B. Hall Dunn
Alice Jernigan Dowling
Leila Carlton Jones Bunkley
Katherine Leary Holland
June Elizabeth Maloney Officer
Sarah Neely Marsh Shapard
Mary McCallie Ware
Ruth Carolyn McLean Wright
Frances Messer Jeffries
Mattie Blanche Miller Rigby
Edna Lynn Moore Hardy
Emmy Paula Moore Couch
Margaret Oden Stewart
Shannon Preston Cumming
Lillian Adair Russell McBeth
Nancy Simpson Porter
Dorothy Daniel Smith
Martha Stackhouse Gratton
Sara Townsend Pittman
Mary P. Trammell
Ellen Louise Warfield Tull
Crystal Hope Wellborn Gregg
Pauline Willoughby Wood
Raemond Wilson Craig
Missouri Taylor Woolford Raine

1931

Adele Taylor Arbuckle Logan
Margaret Askew Smith
Laura Morrison Brown Logan
Sara L. Bullock
Minnier Eleanor Castles Osteon
Molly Childress Yarbrough
Marjorie Louise Daniel Cole
Ellen McDowell Davis Laws

Helen Duke Ingram
M. Ruth Etheredge Griffin
Marion Fielder Martin
Helen A. Friedman Blackshear
Jean Grey Morgan
Carolyn Heyman Germain
Sarah Dumond Hill Brown
Octavia Aubrey Howard Smith
Anne Chapin Hudson Hankins
Elise C. Jones
Marian Corinne Lee Hind
Anne Elizabeth McCallie
Shirley McPhaul Whitfield
Katherine Morrow Norem
Estelle Moyer
Fanny Willis Niles Bolton
Ruth Petty Pringle Pipkin
Katharine Purdie
Alice Houston Quarles Henderson
Jeannette Shaw Harp
Elizabeth Simpson Wilson
Elizabeth King Smith Crew
Harriet Smith
Martha Sprinkle Raftery
Mary Sprinkle Allen
Laehus Stallings Davis
Cornelia Taylor Stubbs
Julia Thompson Smith
Agnes Thorne Henderson
Martha Tower Dance
Cornelia Wallace
Annee Zillah Watson Reiff
Martha North Watson Smith
Margaret G. Weeks

1932

Virginia M. Allen Woods
Catherine Baker Evans
Lela Maude Boyles Smith
M. Varnelle Braddy Perryman
Penelope H. Brown Barnett
Margaret Louise Deaver
Mary Effie Elliot
C. Elizabeth Estes Carter
Grace Fincher Trimble
Susan Love Glenn
Nora Gath Gray Hall
Virginia J. Gray Pruitt
Ruth Conant Green
Sara Hollis Baker
Anne Pleasants Hopkins Ayres
Elizabeth Howard Reeves
Alma Fraser Howerton Hughes
Imogene Hudson Cullinan
Elizabeth Hughes Jackson
Pansy Elizabeth Kimble Matthews
Martha Myers Logan Henderson
Margaret Johnson Maness Mixon
Louise McDaniel Musser
Mary Sutton Miller Brown
Lila Rose Norfleet Davis
Mimi O'Beirne Tarplee
Mary Claire Oliver Cox
Saxon Pope Bargerion
Jane Priscilla Reed Stock
Margaret Catherine Ridgely Jordan
Sara Lane Smith Pratt
Louise Howard Stakely
Nell Starr Gardner
Jura Taffar Cole
Velma Love Taylor Wells
Miriam Thompson Felder
Martine Tuller Joyner
Martha Williamson Riggs
Diana Dyer Wilson
S. Lovelyn Wilson Heyward
Sarah Louise Winslow Tatt
Louise Lamar Wise Teatford

1933

Helen Page Ackerman
Mary Charles Alexander Parker
Maude Armstrong Hudson
Bernice Beatty Cole
Evelyn Campbell Beale
Josephine Clark Fleming
Sarah D. Cooper Freyer
Ora Craig Stuckey
Frances Duke Pughslay

Margaret Amelia Ellis Pierce
Helen Etheredge Griffin
May Belle Evans
Winona Ewbank Covington
Mary Felts Steedman
Julia Finley McCutchen
Mary Lillian Garretson
Margaret Glass Womeldorf
E. Virginia Heard Feder
Lucile Heath McDonald
Anne Hudson Reed
Mary Hudmon Simmons
Margaret Jones Clark
Robert B. Kilpatrick Stubblehine
Florence Kleybecker Keller
Caroline Lingle Lester
Margaret Loran
Mildred Miller Davis
Elizabeth Moore Ambrose
Eulalia Napier Sutton
Gail Nelson Blain
Frances Oglesby Hills
M. Gilchrist Powell Shirley
LaTrelle Robertson Duncan
Mary Louise Robinson Black
Leticia Rockmore Nash
Laura Spivey Massie
Mary Sturtevant Cunningham
Marlyn Elizabeth Tate Lester
Margaret Telford St. Amant
Johnnie Frances Turner Melvin
Rosalind Ware Blackard
Sarah Martha Watson Emery
Annie Laurie Whitehead Young
Katharine Woltz Farinbolt
Lucile Woodbury Ranck

1934

Frances Eugenia Alexander Russell
Sarah Austin Zorn
Ruth Henrietta Barnett Kaye
Alae Risse Barron Leitch
Helen Boyd McConnell
Nelle S. Chamlee Howard
Pauline Cureton Perry
Violet Denton West
Mary Dexter Boyd
Martha B. Elliott
Martha England Gunn
Pauline Gordon Woods
Lucy Goss Herbert
Jean Frances Gould Clarke
Sybil A. Grant
Mary Dunbar Grist Whitehead
Elinor Hamilton Hightower
Mary Carter Hamilton McKnight
Elizabeth P. Harbison Edington
Elaine Faith Heckle Carmichael
Lillian Louise Herring Rosas
Margaret Hippee Lehmann
Elizabeth Johnson Thompson
Marguerite Jones Love
Edith Kendrick Osmanski
Louella Jane MacMillan Tritchler
Anna Kathryn Maness Nelson
Louise McCann Boyce
Mary McDonald Sledd

** Carrie Lena McMullen Bright
Ruth Moore Randolph
Sara Karr Moore Cathey
Martha Frances Norman
Frances Mildred O'Brien
M. Reba Pearson Kaemper
Hyta Plowden Mederer
Dorothy Potts Lavendol
Gladys Moselle Pratt Entrican
Florence Preston Bockhorst
Virginia F. Prettyman
Charlotte Reid Herlby
Laura E. Ross Venning
A. Louise Schuessler Patterson
Mary Louise Schuman Barth
Ruth Shippey Austin
Rosa Shuey Burgess
Martha Skeen Gould
Mary Sloan Laird
Rudene Taffar Young
Mabel Talmage
Virginia Lee Tillotson Hutcheson

Marjorie Emily Tindall Clark
Mary Buford Tinder Kyle
Tennessee Tipton Butler
Martha Van Schelven Hill
Eleanor Luella Williams Knox
Bella Wilson Lewis
Johnnie Mae York Rumble

1935

Mary T. Adams
Elizabeth Call Alexander Higgins
Eleanor Allen Mize
Martha Allen Barnes
Dorothea Blackshear Brady
Marian Calhoun Murray
Jennie Champion Nardin
Virginia Coons Clanton
Mary Lillian Deason
Fidesah Edwards Alexander
Frances Espy Smith
Willie Florence Eubanks Donehoo
Betty G. Fountain Edwards
Jane Goodwin Harbin
Carol Howe Griffin Scoville
Anne Scott Harman Mauldin
Katherine Hertzka
Betty Lou Houck Smith
Anna Humber Little
Josephine Sibley Jennings Brown
Caroline Long Sanford
Frances McCalla Ingles
Clara McConnell
Marguerite Morris Saunders
Clara Morrison Backer
Nina Parke Hopkins
Wilberta Aileen Parker Sibley
Martha Redwine Rountree
Grace Robinson Hanson
Sybil Rogers Herren
Marie Simpson Rutland
Mary Zachry Thompson
Elizabeth Thrasher Baldwin
Susan Turner White
Laura L. Whitner Dorsey
Jacqueline Woolfolk Mathes
Elizabeth Young Hubbard

1936

Anonymous
The Class of 1936
Catherine W. Bates
Mary Beasley White
Jane Blair Roberson
Jane Blick Meatyard
Margaret Brand Haynie
Meriel Bull Mitchell
Elizabeth Burson Wilson
Floyd Butler Goodson
Alice Chamlee Booth
Mildred Clark Sargent
Carolyn Clements Logue
Margaret Cooper Williams
Naomi Cooper Gale
Sara Cureton Prowell
Florrie Lee Erb Bruton
Sara Frances Estes
Mary Estelle Freeman Harris
Lita Carol Goss Conrad
Emily Gower Maynard
Lillian Grimson Obligado
Helen Handte Morse
Lucie Hess Gienger
Jean Hicks Pitts
Marjorie Hollingsworth
Sarah Eunice Hooten Evans
Mary Lyon Hull Gibbs
Ruby Hutton Barron
Frances James Donohue
Ora Sue Jones Jordan
Louise Jordan Turner
Augusta Clayton King Brumby
Gretchen Kleybecker Chandler
Carrie Phinney Latimer Duvall
Sara Lawrence Lawrence
Kathryn Leopold Johnson
Gertrude Lozier Hutchinson
Ann Bernard Martin
Alice McCallie Pressly
Josephine McClure Anderson

Sarah Frances McDonald
Dean McKoin Bushong
Frances Miller Felts
Rosa Miller Barnes
Sadie Frances Morrow Hughes
Sarah Nichols Judge
Mary Richardson Gauthier
Evelyn Robertson Jarman
Reba Frances Rogers Griffith
Mary Alice Shelton Felt
Margaret Louise Smith Bowie
Mary Snow Seigler
Sarah Spencer Gramling
Adelaide Stevens Ware
Emma Ava Stokes Johnson
Mary Margaret Stowe Hunter
Cary Strickland Horne
Willie Lou Sumrall Bengston
Eugenia Symms Kagy
Miriam Talmage Vann
Jane Thomas Tilson
Marie Townsend
Sarah Turner Ryan
Virginia Turner Graham
Mary Vines Wright
Mary Walker Fox
Ann Carolyn White Burrill
Nell White Larsen
Irene Wilson Neister
** Catherine Wood LeSourd
Martha Hall Young Bell

1937

Eloisa Alexander LeConte
Lucia Barnett Mirman
Frances Belford Olsen
Edith Belser Wearn
Louise Brown Smith
Millicent Caldwell Jones
Virginia Caldwell Payne
Frances Cary Taylor
Cornelia Christie Johnson
Ann Cox Williams
Lucile Dennison Keenan
Jane Estes
Michelle Furlow Oliver
Annie Laura Galloway Phillips
Alice Hannah Brown
Fannie B. Harris Jones
Barbara Hertwig Meschter
Ruth Hunt Little
Dorothy Jester
Martha Josephine Johnson
Mary Landrum Johnson Tornbom
Sarah Johnson Linney
Catharine Jones Malone
Molly Laton Jones Monroe
Mary King Critchell
Jean Frances Kirkpatrick Cobb
Martha Sue Laney Redus
Florence Lassetter Rambo
Vivienne Long McCain
Mary Malone Martin
Mary Catherine Matthews Starr
Isabel McCain Brown
Frances McDonald Moore
Wita Lee Moreland Padgett
Ora Muse
Mary Alice Newton Bishop
Mary E. Perry Houston
Brooks Spivey Creedy
Marie Stalker Smith
Frances Cornelia Steele Garrett
Vivienne Elizabeth Trice Ansley
Evelyn Wall Robbins
Lillian Whitehurst Corbett
Betty Gordon Willis Whitehead
Frances Wilson Hurst

1938

Nell Allison Sheldon
Nettie Mae Austin Kelley
Dorothy Avery Newton
Louise Bailey White
Genevieve Baird Farris
Mary Alice Baker Low
Josephine Rose Bertolli Abbissimo
Elizabeth Blackshear Flinn

Katherine Brittingham Hunter
 Martha Peek Brown Miller
 Gene Caldwell Miller
 Frances E. Castleberry
 Jean Askew Chalmers Smith
 Elizabeth Cousins Moxley
 Margaret Douglas Link
 Doris Dunn St. Clair
 Goudyloch Erwin Dyer
 Mary Lillian Farly Hupper
 Mary Myrtice Ford Lallerstedt
 Anna Katherine Fulton Wilson
 Mary Elizabeth Galloway Blount
 Martha Alice Green Earle
 Hibernia Hassell Cuthbert
 Ruth Hertzka
 Sarah Pauline Hoyle Nevin
 Winifred Kellersherger Vass
 Dorothy Lee Kelly Wood
 Ola Little Kelly Ausley
 Mary Anne Kernan
 Laura Frances Lee
 Margaret Lipscomb Martin
 Ellen Little Lesesne
 Jeanne Matthews Darlington
 Ursula Mayer von Tessin
 Betty Ann Maynard McKinney
 Elizabeth McCord Lawler
 Lettie W. McKay Van Landingham
 Gwendolyn McKee Bays
 Jacquelyn McWhite James
 Bertha Moore Merrill Holt
 Nancy Moorer Canteey
 Margaret Morrison Blumberg
 Frances Robinson Gabbert
 Gladys Sue Rogers Brown
 Joyce Roper McKee
 Mary Venetia Smith Bryan
 Grace Tazewell Flowers
 Julia Telford
 Anne Claiborne Thompson Rose
 Mary Nell Tribble Beasley
 Jane Turner Smith
 Ellen Verner Scoville
 Elizabeth Warden Marshall
 Ella Virginia Watson Logan
 Zoe Wells Lambert
 Elsie West Duval
 Georgianne Wheaton Bower
 Margaret Osborne Wright Rankin
 Louise Young Garrett

1939

Mary Rice Allen Reding
 Caroline Armistead Clapp
 Elizabeth Auberry Granger
 Betty Aycock Dorris
 Jean Bailey Owen
 Ethelyn Boswell Purdie
 Rachel Campbell Gibson
 Lelia Carson Watlington
 Alice Cheeseman
 Mildred Cort Oates
 Sarah Joyce Cunningham Carpenter
 Catherine Farrar Davis
 Charlotte French Hightower
 Elizabeth Furlow Brown
 Dorothy Graham Gilmer
 Mary Frances Guthrie Brooks
 Eleanor T. Hall
 Jane Moore Hamilton Ray
 Emily Harris Swanson
 Mary Hollingsworth Hatfield
 Cora Kay Hutchins Blackwelder
 Katherine Jones Smith
 Kathleen Kennedy Dibble
 Elizabeth Kenney Knight
 Virginia Kyle Dean
 Dorothy Nell Lazenby Stipe
 Emily Hall MacMorland Wood
 Ella Hunter Mallard Ninesteen
 Martha Marshall Dykes
 Emma Moffett McMullen Doom
 Mary Wells McNeill
 Marie Merritt Rollins
 Helen Moses Regenstein
 Mary Elizabeth Moss Sinback
 Mary Ruth Murphy Chesnutt
 Carolyn Myers King

Amelia Nickels Calhoun
 Lou Pate Jones
 Mamie Lee Ratliff Finger
 Jeanne Wilson Redwine Davis
 Bette Sams Daniel
 Hayden Sanford Sams
 Mary Elizabeth Shepherd Green
 Aileen Shortley Talley
 Helen N. Simpson Callaway
 Beryl Spooner Broome
 Dorothy Still Freeman
 Mary Frances Thompson
 Virginia Tumlun Guffin
 Elinor Tyler Richardson
 Elizabeth Wheatley Malone
 Mary Ellen Whetsell Timmons
 Cornelia Whitner Campbell
 Dixie Woodford Scanling

1940

Frances Abbot Burns
 Betty Alderman Vinson
 Carolyn Alley Peterson
 Grace Anderson Cooper
 Shirley Armentrout Kirven
 Carrie Gene Ashley
 Margaret Barnes Carey
 Evelyn Baty Christman
 Marguerite Baum Muhlenfeld
 Marjorie Boggs Lovelace
 Anna Margaret Bond Brannon
 Mary Virginia Brown Cappleman
 Ruth Ann Byerley Vaden
 Helen Gates Carson
 Ernestine Cass Dickerson
 Elizabeth Davis Johnston
 Lillie Belle Drake Hamilton
 Anne Enloe
 Carolyn Forman Piel
 Annette Franklin King
 Marian Franklin Anderson
 Harriet Fuller Baker
 Mary Lang Gill Olson
 Florence J. Graham
 Wilma Griffith Clapp
 Mary T. Heaslett Badger
 Bryant Holsenbeck Moore
 Margaret Hopkins Martin
 E. Gary Horne Petrey
 Georgia Hunt Elsherry
 Eleanor Hutchens
 Mildred Joseph Colyer
 Jane D. Knapp Spivey
 Sally Matthews Bixler
 Eloise McCall Guyton
 Mary Virginia McPhaul Blumer
 Virginia McWhorter Freeman
 Virginia Milner Carter
 Sophie Montgomery Crane
 Mary Frances Moore Culpepper
 Nell Moss Roberts
 Beth Paris Moremen
 Katherine Patton Carssow
 Irene Phillips Richardson
 Nell Pinner Wisner
 Mary Reims Burge
 Isabella Robertson White
 Jane Salters Chapman
 Ruth Slack Roach
 Harriet Strimdon Davis
 Peggy Strixrud McCutchen
 Edith Stover McFee
 Mary Mac Templeton Brown
 Emilie Thomas Gibson
 Henrietta Thompson Wilkinson
 Emily Underwood Gault
 Grace Ward Anderson
 Violet Jane Watkins
 Willomette Williamson Stauffer

1941

Frances Alston Lewis
 Mary Stuart Arbuckle Osteen
 Ruth Ashburn Kline
 Mary Elizabeth Barrett Alldredge
 Miriam Bedinger Williamson
 Katherine Benefield Bartlett
 Neena Broughton Gaines
 Sabine Brumby Korosy

G. Gentry Burks Bielaski
 Harriette Cochran Mershon
 Virginia Collier Dennis
 Freda Copeland Holtman
 Virginia Corr White
 Doris Dalton Crosby
 Jean E. Dennison Brooks
 Martha Dunn Kerby
 Ethelyn Dyar Daniel
 Florence Ellis Gifford
 Louise Claire Franklin Livingston
 Caroline Wilson Gray Truslow
 Nancy Joy Gribble Nelson
 Florrie Margaret Guy Funk
 Sarah G. Handley
 Helen Hardie Smith
 Edith Henegar Bronson
 Ann Henry
 Aileen Kasper Borrish
 Elizabeth D. Kendrick Woolford
 Helen Klugh McRae
 Julia Neville Lancaster
 Alice Rose Lance McAfee
 Sara Lee Jackson
 Margaret Lentz Slicer
 Anne Foxworth Martin Elliott
 Julia Elizabeth McConnell Park
 Margaret H. McGarity Green
 Anna Louise Meiere Culver
 Marjorie Merlin Cohen
 Martha Moody Laseter
 Margaret Murchison Rudel
 Mary Louise Musser Kell
 Valgerda Nielson Dillard
 Margaret Nix Ponder
 Sarah Frances Parker Lawton
 Pattie Patterson Johnson
 Marian Philips Comento
 Sue Phillips Morgan
 Georgia Poole Hollis
 Elta Robinson Posey
 Laura Sale McDonell
 Lillian Schwenne Cook
 Susan Moore Self Teat
 Beatrice Shamos Albert
 Gene Slack Morse
 Nina May Snead De Montmollin
 Frances Spratlin Hargrett
 Elizabeth Stevenson
 Gay Swagerty Guptill
 Dorothy Travis Joyner
 Tommay Turner Peacock
 Ida Jane Vaughan Price
 Elizabeth Alden Watt White
 Grace Walker Winn
 Cornelia Anne Watson Pruett
 Mary Scott Wilds Hill
 Nancy Willstatter Gordon
 Mary Madison Wisdom
 Margaret Woodhead Holley

1942

Mary Rebekah Andrews McNeill
 Elizabeth Davidson Bradfield
 Sherman
 Betty Ann Brooks
 Martha Buffalo Davis
 Edwina Burrus Rhodes
 Harriett Caldwell Maxwell
 Anne Chambliss Bateman
 Elizabeth Clarkson Shearer
 Sarah Copeland Little
 Gay Wilson Currie Fox
 Edith Dale Lindsey
 Mary Powell Davis Bryant
 Mary Dale Drennan Hicks
 Susan Dyer Oliver
 Margaret Erwin Walker
 Virginia Franklin Miller
 Lillian Gish Alfriend
 Margery Gray Wheeler
 Kathryn Greene Gunter
 Margaret Kirby Hamilton Rambo
 Julia Harry Bennett
 Margaret Hartsook Emmons
 Doris Henson Vaughn
 Frances Hinton
 Neva Lawrence Jackson Webb
 Elizabeth Jenkins Willis

Mary Kirkpatrick Reed
 Jeanne Lee Butt
 Ila Belle Levie Bagwell
 Caroline Gertrude Long Armstrong
 Mary Mildred McQuown Wynne
 Susanna McWhorter Reckard
 Betty Medlock Clark
 Virginia Montgomery McCall
 Dorothy Nahers Allen
 Elise Nance Bridges
 Betty Nash Story
 Jeanne Osborne Shaw
 Mary Louise Palmour Barber
 Julia A. Patch Diehl
 S. Louise Pruitt Jones
 Clementina Ransom Louis
 Betty Robertson Schear
 Evelyn Saye Williams
 Helen Schukraft Sutherland
 Edith Schwartz Joel
 Mary Seagle Edelblut
 Myrtle Seckinger Lightcap
 Margaret Sheftall Chester
 Marjorie Simpson Ware
 E. Elise Smith Bischoff
 Rebecca L. Stamper
 Eleanor Jane Stillwell Espy
 Jane Taylor White
 ** Mary Olive Thomas
 Frances Tucker Johnson
 M. Virginia Watkins Johansen
 Alta Webster Payne
 Dorothy Ellen Webster Woodruff
 Myree Elizabeth Wells Maas
 Olivia White Cave
 Annie Wilds McLeod

1943

Emily Anderson Hightower
 Mary Anne Atkins Paschal
 Mary Jane Auld Linker
 Mamie Sue Barker Woolf
 Betty F. Bates Fernandez
 Anna Branch Black Hansell
 Mary Blakemore Johnston
 Lillian P. Boone Ridley
 Mary Carolyn Brock Williams
 Swanna Elizabeth Henderson
 Cameron
 Flora Campbell McLain
 Alice W. Clements Shinall
 Mary Ann Cochran Abbott
 Joella Craig Good
 Laura Cumming Northey
 Martha Dale Moses
 Jane Dinsmore Lowe
 Betty DuBose Skiles
 Jeanne Eakin Salyer
 Anne Frierson Smoak
 Nancy Green Carmichael
 Susan Guthrie Fu
 Helen Haden Hale Lawton
 Dorothy Holloran Addison
 Mardia Hopper Brown
 Sally Sue Howe Bell
 Imogene Hunt King Stanley
 Mary Littlepage Lancaster
 Codington
 Leona Leavitt Walker
 Sterly Lehey Wilder
 Bennye Linzy Sadler
 Mary Estill Martin Rose
 Marna Rose McGarraugh Cupp
 Dorothy Nash Daniel
 Anne Paisley Boyd
 Betty Pegram Sessoms
 Patricia Elizabeth Perry Reiss
 Macie Laura Pickrell Bush
 Frances Radford Mauldin
 Hannah Lee Reeves
 Catherine Bizzell Roberts Shanks
 Ruby Rosser Davis
 Clara Rountree Couch
 Caroline Lebby Smith Hassell
 Helen Virginia Smith Woodward
 Aileen Still Hendley
 Regina P. Stokes Barnes
 Mabel Stowe Query
 Mary Elizabeth Ward Danielson

Barbara E. Wilber Gerland
 Katherine Wilkinson Orr
 Katherine Wright Philips

1944

Ellen Arnold Cottrell
 Bettye Ashcraft Senter
 Betty Bacon Skinner
 Mary Ann Barfield Bloodworth
 Zelda Loryea Barnett Morrison
 Virginia Barr McFarland
 Louise Clare Bedinger Baldwin
 Claire Bennett Kelly
 Marquerite Bless McInnis
 Mary Bloxton English
 Louise Breedin Griffiths
 Mary Carr Townsend
 Margaret Elizabeth Cathcart
 Hilburn
 Jean Clarkson Rogers
 Frances Margaret Cook Crowley
 Barbara Jane Daniels
 Agnes Douglas Kuentzel
 Mary Louise Duttee Philips
 Anna Young Eagan Goodhue
 Elizabeth Edwards Wilson
 Sara Florence
 Mary Pauline Garvin Keen
 Julia Harvard Warnock
 Catherine Stewart Kollock
 Thoroman
 June Lanier Wagner
 Martha Ray Lasseter Storey
 May Lyons Collins
 Lois Annette Martin Bushy
 Mary Florence McKee Anderson
 Aurie Montgomery Miller
 Jessie Newhold Kennedy
 Betty Scott Noble
 Katherine Eleanor Philips Long
 Margaret Clisby Powell Flowers
 Virginia Reynolds McKittrick
 Anne Sale Weydett
 Marjorie Smith Stephens
 Anna Katherine Sullivan Huffmaster
 Katherine Thompson Mangum
 Johnnie Mae Tippen
 Marjorie Tippins Johnson
 Martha Trimble Wapensky
 Nell Gardiner Turner Spettel
 Betty J. Vecsey
 Mary Frances Walker Blount
 Mary E. Walker
 Mary Cromer Walker Scott
 Betty C. Williams Stottel
 Oneida Woolford

1945

Ruth Anderson Stall
 Mary Barbara Azar Maloot
 Carol Anne Barge Mathews
 Mildred Beman Stegall
 Anabel Bleckley Donaldson
 Elizabeth Blincoe Edge
 Frances Broucher Garman
 Ann Campbell Hulett
 Betty Campbell Wiggins
 Elizabeth Carpenter Bardin
 Emma Virginia Carter Caldwell
 Marjorie Cole Kelly
 Hansell Cousar Palme
 Mary Cumming Fitzhugh
 Lillian Mae Dalton Miller
 Elizabeth Daniel Owens
 Harriette Daugherty Howard
 Elizabeth Davis Shingler
 Mary Anne Derry Triplett
 Ruth Doggett Todd
 Polly Greene Drinnon Lance
 Anne Euen Ballard
 Pauline Ertz Wechsler
 Jane Everett Knox
 Elizabeth Farmer Gaynor
 Joyce Freeman Marting
 Barbara Frink Allen
 Elizabeth Glenn Stow
 Elizabeth F. Gribble Cook
 Marjorie Lorene Haddock
 Richardson

Marjorie Anne Hall King
Betty Jane Hancock Moore
Florence Harrison North
Mia-Lotte Hecht Owens
Emily Higgins Bradley
Leila Burke Holmes
Jean Hood Booth
Mary Alice Hunter Ratliff
Kittie Kay Norment
Susan Kirtley White
Jane Kreiling Mell
Mary Louise Law
Marion Leathers Kuntz
Martha Jane Mack Simons
Bettie Manning Ott
Dorothy Rounelle Martin
Molly Milam Inserni
Sue L. Mitchell
Mary Munroe Brown
J. Scott Newell Newton
Gloria Jeanne Newton Snipes
Margaret Virginia Norris
Mary Neely Norris King
Betty Lynn Reagan
Isabel W. Rogers
Jean Satterwhite Harper
Sara Saul
Marilyn Aldine Schroder
Timmerman
Margaret Shepherd Yates
Bess Sheppard Poole
Emily Singletary Garner
Julia Slack Hunter
Laura Joan Stevenson Wing
Lois Sullivan Kay
Bonnie Mary Turner Buchanan
Mary Ann Elizabeth Turner Edwards
Suzanne Watkins Smith
Kate Webb Clary
Frances Louise Wooddall Talmadge

1946

Jeanne Addison Roberts
Vicky Alexander Sharp
Mary Lillian Allen Wilkes
Martha Clark Baker Wilkins
Margaret Bear Moore
Lucile Beaver
Helen Beidelman Price
Louise Isaacson Bernard
Mary Jane Bowman Fort
Emily Ann Bradford Batts
Kathryn Burnett Gatewood
Mary C. Cargill
Mary Ann Courtenay Davidson
Joan A. Crangle Hughey
Edwina B. Davis
Eleanor Davis Scott
Mary Duckworth Gellerstedt
Conradine Fraser Riddle
Harriet Frierson Crabh
F. Jean Full Hall
Louise P. Gardner Mallory
Shirley Graves Cochran
Jeanne Hale Shepherd
Nancy Hardy Abberger
Margaret Henegar Broudy
Juanita Hewell Long
Elizabeth Horn Johnson
Betty Howell Traver
Mary Helen Hurt Motley
Lura Johnston Watkins
Marjorie Karlson
Barbara Kincaid Trimble
Marianna Kirkpatrick Reeves
Ann Stratton Lee Peacock
Mary Elizabeth Martin Crossman
Harriett T. McAllister Loving
Mildred McCann Kinnaird
Mary F. McConkey Reimer
Mary Cobb McEver Lester
Elizabeth Miller Turner
Anne D. Murrell Courtney
Marjorie Naah Bolen
Jane Anne Newton Marquess
Ann Gilmore Noble Dye
Anne Noell Wyant
Elizabeth Osborne Rollins
Celestia Powell Jones

Anne Register Jones
Louise Noell Reid Strickler
Eleanor Reynolds Verdery
Betty Jane Robinson Boykin
Jean Rooney Rourh
Mary Russell Mitchell
Ruth Ryner Lay
Mary Jane Schumacher Bullard
Margaret Scott Cathey
Betty Smith Satterthwaite
Martha Stevenson Fabian
Jean Stewart Staton
Doris Street Thigpen
Martha Sunkes Thomas
Marguerite Toole Scheips
Peggy Trice Hall
Lucy Frye Turner Knight
Maud Van Dyke Jennings
Dorothy Elizabeth Wallace Patterson
Verna Weems Macheth
Elizabeth Weinschenk Mondy
Winifred Wilkinson Hausmann
Eva Williams Jemison
F. Elizabeth Woodward Ellis

1947

Marie Adams Conyers
Elizabeth Andrews Lee
Glissell Beale Smalley
Alice Beardsley Carroll
Dale Bennett Pedrick
June Bloxton Dever
Marguerite Born Hornshy
Kathleen Buchanan Cabell
Anne Burckhardt Block
Eleanor Calley Cross
Charlotte Clarkson Jones
Jane Cooke Cross
Martha Elizabeth Crabill Rogers
Helen Catherine Currie
Virginia Dickson Philips
Anna George Dobbins
Anne Eidson Owen
Ruth Ellis Hunley
Mary Jane Fuller Floyd
Dorothy Nell Galloway Fontaine
Mary Katherine Glenn Dunlap
Gene Goode Bailey
Polly Grant Dean
Mynelle Blue Grove Harris
Agnes Harnsberger Rogers
Genet Heery Barron
Peggy Pat Horne Martin
Ann Hough Hopkins
Louise Lallande Hoyt Minor
Anne Hill Jackson Smith
Marianne Jeffries Williams
Kathryn Johnson
Rosemary Jones Cox
Margaret Kelly Wells
Theresa Kemp Setze
Ann Hagood Martin Barlow
Marguerite Mattison Rice
Edith Merrin Simmons
Helen Owen Calvert
Mary Nell Oment Pingree
Florence Paisley Williams
Angela Pardington Lloyd
Betty Lou Patterson King
Dorothy Peace Ramsaur
Betty Jean Radford Moeller
Jeanie Rentz Schoelles
Anne H. Rogers
Ellen Van Dyke Rosenblatt Caswell
Lorenna Jane Ross Brown
Nellie Scott Pritchett
Nancy Shelton Parrott
Sarah E. Smith Austin
Caroline Squires Rankin
Elizabeth W. Turner Marrow
May Turner Engeman
Mary Mayo Wakefield Tipton
L. Elizabeth Walton Callaway
Ann Wheeler Timberlake
Emma Jean Williams Hand
Barbara Wilson Montague
Laura Winchester Hawkins
Betty Ann Zeigler De La Mater

1948

Dahney Adams Hart
Jane Woodward Alsobrook Miller
Virginia Andrews Trovillion
Rose Ellen Armstrong Sparling
Peggy Camille Baker Cannada
Ruth Bastin Slentz
Martha Ellen Beacham Jackson
Jean Bellingrath Mobley
Barbara Blair
Lela Anne Brewer
Betty Jean Brown Ray
Barbara Jane Coith Ricker
Mary Alice Compton Osgood
Martha Ann Cook Sanders
Edna Claire Cunningham Schooley
Jane da Silva Montague
Susan Lawton Daugherty
Nancy Deal Weaver
Adele Dieckmann McKee
Betty Jo Doyle Fischer
June Hamlet Driskill Weaver
Elizabeth Dunn Grunwald
Anne Ezzard Eskew
Josephine Faulkner James
Nancy Jean Geer Alexander
Harriet Gregory Heriot
Martha Frances Hay Vardeman
Jean Henson Smith
Kathleen Hewson Cole
Caroline Hodges Roberts
Nan Honour Watson
June Irvine Torbert
Mary Elizabeth Jackson Etheridge
Anne Elizabeth Jones Cahill
Mildred Claire Jones Colvin
Mary Sheely Little Miller
Marybeth Little Weston
Alice Lyons Brooks
Mary Manly Ryman
Myrtice Jeanette Marianni
Donaldson
Louise McLaurin Stewart
Lora Jennings Payne Miller
Betty Powers Crisp
Billie Mae Redd Chu
Harriet Elizabeth Reid
Ruth Richardson
Anna Clark Rogers Sawyer
Jane Rushin De Vaughn
Zollie Anne Saxon Johnson
Rebekah Scott Brvan
Anne Shepherd McKee
Marian Elsie Travis
Anne Page Violette Harmon
Lida Walker Askew
Barbara Waugaman Thompson
Sara C Wilkinson
Emily Whittier Wright Cumming
Margaret Yancey Kirkman

1949

Billie Rita Adams Simpson
Eugenia Lyle Akin Martin
Matilda Caroline Alexander
Mary Jo Ammons Jones
Beverly Baldwin Albee
Betty Blackmon Kinnett
Susan Dowdell Bowling Dudney
Frances Brannan Hamrick
Margaret Elizabeth Brewer Kaye
Betty Ann Bridges Corrie
Roberta Cathcart Hopkins
Mary Price Cooling
Lenora M. Cousar Tubbs
Alice Crenshaw Moore
Jo Culp Williams
Marie Cuthbertson Faulkner
June B. Davis Haynie
Bettie Davison Bruce
Betsy Deal Smith
Jane David Eford Watkins
Sally Ellis Mitchell
Betty Jeanne Ellison Candler
Kate Durr Elmore
Evelyn Foster Henderson
Katherine A. Geffcken
Martha Goddard Lovell

Mary Elizabeth Hays Babcock
Henrietta Claire Johnson
Charlotte Rhett Lea Robinson
Harriet Ann Lurton Major
Katherine B. McKoy Ehling
Ivy Morris Dougherty
Nancy Parks Donnan
Patty Persohn
** Mary Helen Phillips Hearn
Virginia Lynn Phillips Mathews
Marguerite Pittard Bullard
Dorothy Jane Porter Clements
Georgia Powell Lemmon
Dorothy Quillian Reeves
Betty Jo Sauer Mansur
Elizabeth Wood Smith
Sharon Smith Cutler
Miriam Steele Jackson
Edith Stowe Barkley
Rachael Stubbs Farris
Doris Sullivan Tipples
Jean Tollison Moses
Newell Turner Parr
Virginia Vining Skelton
Val von Lehe Williams
Willa Wagner Beach
Martha Reed Warlick Brame
Julia Weathers Wynne
Olive Askew Wilkinson Turnipseed
Mary Jeannette Willcox Peterson
Elizabeth Williams Henry
Harriette Winchester Hurley
Johanna Wood Zachry

1950

Helen Elizabeth Austin Callaway
Jo-Anne Christopher Cochran
Cama Clarkson Merritt
Betty Jean Combs Moore
Jane Cook Miller
Catherine Davis Armfield
Dorothy Davis Yarbrough
Martha Jane Davis Jones
Katherine Dickey Bentley
Elizabeth Dunlap McAlehey
Diana Durden Woodson
Helen Edwards Propst
Claire Foster Moore
Ann Dalpe Gebhardt Fullerton
Frances Marie Givens Cooper
Margaret Glenn Lyon
Ann Griggs Foster
Mary Ann Hachtel Hartman
M. Anne Haden Howe
Sarah Hancock White
Marie Heng Heng
Jessie A. Hodges Kryder
Marguerite Jackson Gilbert
Lillian Lasseter Pearson
Adele Lee Dowd
Norah Anne Little Green
Marjorie Major Franklin
Alline B. Marshall
Harriot Ann McGuire Coker
Miriam Mitchell Ingman
Jean Niven Morris
Pat Overton Webb
Polly Anna Philips Harris
Joann Plastre Britt
Emily Pope Drury
Eleanor Ryan Eskridge
Ann Sartain Emmett
Virginia Skinner Jones
Martha Elizabeth Stowell Rhodes
Sally Thompson Aycock
Isabel Truslow Fine
Dorothy Faye Tynes Dick
Mary Ida Wilson

1951

Dorothy Elizabeth Adams Knight
Nancy Anderson Benson
Mary Hayes Barber Holmes
Noel Halsey Barnes Williams
Su Boney Davis
Nancy Cassin Smith
Jimmie Lee Cobble Kimball
Anna DeVault Haley
Freddie Marylin Hachtel Daum

Virginia Dunn Palmer
Virginia Feddeman Kerner
Nell Floyd Hall
Sara Luverne Floyd Smith
Betty Jane Foster Deadwyler
Carolyn Galbreath Zehnder
Anna Gounaris
Cornelia Hale Bryans
Nancy Lu Hudson Irvine
Ellen Clyde Hull Keever
Margaret Hunt Denny
Sara Beth Jackson Hertwig
Kay Laufer Morgan
Virginia Arnold Leonard
Mary Caroline Lindsay
Katharine Loomker Kokomoor
Mary Louise Mattison McLaurin
Janette Martox Calhoun
Jimmie Ann McGee Collings
Sarah McKee Burnside
Joan Miller Houston
Martha McGregor Mitchell Smith
Julianne Morgan Garner
Tiny Marguerite Morrow Mann
Carol Louise Munger
Eliza Pollard Mark
Barbara Quattlebaum Parr
Elizabeth J. Jerling Perkins
C. Wilton Rice Sadler
Mary Roberts Davis
Stella Louise Robey Logan
Louise Sanford Butler
Annelle Simpson Kelly
Caronelle Smith Smith
Jenelle Spear Spear
Martha Ann Stegar
Marjorie H. Stukes Strickland
Ruth Vineyard Cooner
Catherine Warren Dukehart
Joan Cotty White Howell
Bettie Shipman Wilson Weakley
Eugenia Wilson Collins
Ann Marie Woods Shannon
Betty Ziegler Dunn

1952

Charlotte Allsmiller Crosland
Margaret Andes Okarma
Manie Street Boone Balch
Ann Boyer Wilkerson
Mary Jane Brewer Murkett
Barbara H. Brown Page
Jeannine Byrd Hopkins
June L. Carpenter Bryant
Sybil Corbett Riddle
Patricia Cortelyou Winship
Landis Cotten Gunn
Catherine Crowe Dickman
Carolyn Denson Channon
Theresa Dokos Hutchison
Sarah Emma Evans Blair
Elizabeth Finney Kennedy
Shirley Ford Baskin
Kathryn Martha Freeman Stelzner
Phyllis Galphin Buchanan
Kathryn Gentry Westbury
Jackie Simmons Gow
Barbara Grace Palmour
Susan Hancock Findley
Mattie E. Hart
Ann Tiftin Hays Greer
Shirley Heath Roberts
Ann Herman Dunwoody
Betty Holland Boney
Mary Carolyn Holliday Manley
Margaret Inman Simpson
Jean Isbell Brunie
Louise Monroe Jett Porter
Margaret Ann Kaufmann Shulman
Helen Frances Land Ledbetter
Mary Jane Lagen Jordan
Alice Lowndes Ayers
Mary Frances Martin Rolader
Elizabeth Wynelle Melson Patton
Sylvia Moutos Mayson
Ann Parker Lee
Hilda Privitera
Catherine L. Redles
Lillian Ritchie Sharian

Helen Jean Robarts Seaton
Adelaide Ryall Beall
Frances Sells Grimes
Betty Jane Sharpe Cahaniss
Margaretta W. Lumpkin Shaw
Katherine Jeanne Smith Harley
Winnie Strozzer Hoover
Patricia Thomason Smallwood
Frances Vandiver Puckett
Sara Veale Daniel
Jo Camille Watson Hospadaruk
Alta Waugaman Miller
Ruth Whiting Culbreth
Lorna A. Wiggins
Sylvia Williams Ingram
Jane Windham Chesnut
Anne Winingham Sims
Florence Worthy Griner

1953

Charlotte Allain Von Hollen
Allardyce Armstrong Hamill
Geraldine Fay Armstrong Boy
Evelyn Bassett Fuqua
Dorothy Ann Baxter Chorba
Mary Alverta Bond
Georganna Buchanan Johnson
Betty M. McLellan Carter
Mary Jo Chapman Corrao
Edgerley Louise Clark Lindsley
Eunice Turner Connally
Virginia Corry Harrell
Margaret Cousar Tooker
Jane Crayton Davis
Jane Dalhouse Hailey
Donya Dixon Ransom
Susan Walton Dodson Rogers
Rene Dudney Lynch
Donna Dugger Smith
Frances Carol Edwards Turner
Patricia Ann Fredriksen Stewart
Mary Anne Garrard Jernigan
Betty Ann Green Rush
Sarah Crewe Hamilton Leathers
Florence May Hand Beutell
Virginia Claire Hays Klettner
Keller Henderson Barron
Betsy Lee Hodges Sterman
Mary Holland Archibald
Margaret Hooker Hartwein
Ellen Earle Hunter Brumfield
Anne Wortley Jones Sims
Roselyn Kennedy Cothran
Helen Patton Martin Montgomery
Jerry Lee Mauldin Curry
Martha Carlene Nickel Elrod
Martha Virginia Norton Caldwell
Lilla Kate Parramore Hart
Sue Peterson Durling
Mary Ripley Warren
Mary Beth Robinson Stuart
Shirley Samuels Bowden
Rita May Scott Cook
Dianne Shell Rousseau
Priscilla Sheppard Taylor
Margaret Thomason Lawrence
Anne Thomason Sheppard
Charline Tritton Shanks
Helen Tucker Smith
Vivian Lucile Weaver Martland
Barbara West Erwin
Mary Ann Wyatt Chastain

1954

Valeria North Burnet Orr
Jane Crook Cunningham
Jean Drumheller Wright
Harriet Durham Maloof
Martha Duval Swartwout
Joan Fagan
Florrie Fleming Corley
Virginia Lee Floyd Tillman
Chor Jee Goh Chow
Ellen Griffin Corbett
Martha Guillot Thorpe
Katharine G. Hefner Gross
Louise McKinney Hill Reaves
Eleanor Hutchinson Smith

Carol Lynn Johnston Oates
Carol Jones Hay
Patricia Anne Kent Stephenson
Mitzi Kiser Law
Catherine Kite Hastings
Caroline Lester Haynes
Ruth Mallette Kelly
Betty Jo McCastlain Downey
Helen H. McGowan French
Mary Louise McKee Hagemeier
Clara Jean McLanahan Wheeler
Joyce Elizabeth Munger Osborn
Anne R. Patterson Hammes
Selma Anita Paul Strong
Judith Promnitz Marine
Mary Newell Rainey Bridges
Caroline Reimero Kemmerer
Betty Stein Melaver
Anne Craig Sylvester Booth
Joanne Elizabeth Varner Hawks
Kathleen Whitfield Perry
Gladys C. Williams Sweat
Llewellyn Wommack
Chizuko Yoshimura Kojima

1955

Joan Adair Johnston
Betty Lucile Akerman Shackleford
Carolyn Allord Beatty
Sara Anne Atkinson Wilburn
Trudy Awbrey Wahle
Peggy Frances Bridges Maxwell
Lucile Brookshaw
Susanna May Byrd Wells
Georgia Belle Christopher
Constance Curry
Caroline Cutts Jones
Lillian Dixon Boylston
Sara Dudney Ham
Helen Fokes Farmer
Jane Gaines Johnson
Elizabeth Grafton Greer
Lettie Grafton Stockley
Gracie Greer Phillips
Jo Ann Hall Hunsinger
Patty Hamilton Lee
Ann Louise Hanson Merklein
Jeanne Heasley Adams
Ann Hemperley Dobbs
Helen Jo Hinchey Williams
Mary Pauline Hood Gibson
Mary Carol Huffaker Platzeck
Beverly Anne Jensen Nash
Mary Alice Kemp Henning
Mary Love Lheureux Hammond
Sallie Lambert Jackson
Jeanne Levine Berry
Catherine Louise Lewis Callaway
Evelyn Mason Newberry
Callie C. McArthur Robinson
Sara Minta McIntyre Bahner
Peggy Anne McMillan White
Pauline Turley Morgan King
Patricia Paden Matsen
Sarah Katherine Petty Dagenhart
Peggy Pfeiffer Bass
Ruth Lester Posey Dement
Joan Pruitt McIntyre
Louise Robinson Singleton
Margaret Rogers Lee
Anne Rosselot Clayton
Dorothy Sands Hawkins
Betty Jane Schaufele
Agnes Milton Scott Willoch
Evelyn R. Segar Hendrix
Harriet Stovall Kelley
Clif Trussell
Sue Walker Goddard
Pauline Waller Hoch
Ouida Carolyn Wells
Elizabeth Anne Wilson Blanton

1956

Anne Lowrie Alexander Fraser
Ann Alvis Shibus
Barbara Helen Battle
Juliet Boland Clack

Ann Fain Bowen McCown
Martha Lee Bridges Traxler
Judy Brown
Nonette Brown Hill
Shirley Anne Calkins Ellis
Margaret Camp Murphy
Vivian Therese Contrall White
Mary Jo Carpenter
Mary Edna Clark Hollins
Carol Ann Cole White
Memye Curtis Tucker
Mary Dickinson Cocine
Stella Biddle Fitzgerald
Claire Flinton Barnhardt
June Elaine Gaisert Nauman
Priscilla Goodwin Bennett
Guerry Graham Myers
Frances Duke Green Oliver
Sallie L. Greenfield
Ann Lee Gregory York
Jean Catherine Gregory Rogers
Harriett Griffin Harris
Sarah E. Hall Hayes
Louise Harley Hull
Emmie Neyle Hay Alexander
Helen Haynes Patton
Hilda Hinton Tatom
Alberta Jackson Espie
Nancy Craig Jackson Pitts
Alice Johnston Ballenger
Annette Jones Griffin
Peggy Jordan Mayfield
Frankie Junker Long
Marion Virginia Love Dunaway
Betty McFarland Bigger
May Muse Stonecypher
Paula Ball Newkirk
Jacqueline Plant Fincher
B. Louise Rainey Anmons
Betty Claire Regen Cathey
Rameth Fay Richard Owens
Betty Richardson Hickman
Anne Sayre Callison
Robbie Ann Shelnuitt Upshaw
Sarah Shippey McKneally
Justine Stinson Sprenger
Dorothy Jane Stubbs Bailey
Nancy White Thomas Hill
Sandra Thomas Holltherg
Vannie Traylor Keightley
Virginia Vickery Jory
C. Anne Welborn Greene
Sally Jean White Morris
Catherine Tucker Wilson Turner

1957

Lillian W. Alexander Balentine
Elizabeth Ansley Allan
Peggy Beard Baker
Susanne Benson Darnell
Elizabeth Ann Bohlender Bacell
Elizabeth Bond Booser
Joyce Brownlee
Miriam Cale Harmon
Betty Carmichael Maddox
May Chism
Kathryn Cole Butler
Frances Cork Engle
Betsy Crapps Burch
Catharine Allen Crosby Brown
Becky Deal Geiger
Laura Dryden Taylor
Dede Farmer Grow
Sally Forester Logue
Sally Fortson McLemore
Jeannine Frappart Row
Virginia Fuller Lewis
Catherine Girardeau Brown
Grace Molineux Goodwin
Patricia Guynup Corbus
Marian Hagedorn Briscoe
Hazel Hall Burger
Carolyn Herman Sharp
Margaret Hill Truesdale
Byrd Hoge Bryan
Frances Holtsclaw Berry
Frances Patterson Huffaker
Jacqueline Johnson Woodward
Rachel King

Carolyn Langston Eaton
Elaine Lewis Hudgins
Nancy Love Crane
Marilyn McClure Anderson
Suzanne McGregor Dowd
Dot McLanahan Watson
Frances McSwain Pruitt
Mollie Merrick
Margaret Minter Hyatt
Jane Moore Keesler
Martha Jane Morgan Petersen
Jackie Murray Blanchard
Mildred Nesbit Hillard
Suzella Burns Newsome
Nancy Nixon McDonough
Jean Price Knapp
Dorothy Rearick Malinin
Virginia Redhead Bethune
Dannie Reynolds Horne
Martha Jane Riggins Brown
Jackie Rountree Andrews
Jene Sharp Black
Ann Norris Shires Penuel
Joyce Skelton Wimberly
Carolyn Smith Galt
Nancy Snipes Johnson
Wynelle Strickland McFather
Emiko Takeuchi
Anne Terry Sherren
Mary Thacker Cohen
Sara Townsend Holcomb
Julia Weathers Hart
Nancy Wheeler Dooley
Anne S. Whitfield
Eleanor Wright Linn

1958

Nancy Alexander Johnson
Anna Fox Avil Struhling
Rebecca A. Barlow
Mary Dymond Byrd Davis
Diana Carpenter White
Grace Chao
Jean Clark Sparks
Mary Helen Collins Williams
Nancy Alice Niblack Dantler
Martha Davis Rosselot
Joie Sawyer Delafield
Elizabeth Hanson Duerr
Hazel Ellis
Nelle Fambrough Melton
Rebecca R. Fewell
Frankie Flowers Van Cleave
Elizabeth Geiger Wilkes
Patricia Gover Bitzer
Eileen Graham McWhorter
Helen Hachtel Haywood
Joann Hill Hathaway Merriman
Sara Margaret Heard White
Catherine Hodgkin Olive
Susan Hogg Griffith
Eleanor Kallman Roemer
Nora Alice King
Carlanna Lindamood Hendrick
Sheila M. MacConochie Ragdsdale
Carolyn Magruder Ruppenthal
Maria Menefee Martoccia Clifton
Janice Martheson Rowell
Mary Louise McCaughan Robison
Anne McWhorter Butler
Martha Meyer
Judy Nash Gallo
Martha Ann Oeland Hart
Phia Peppas Kanellos
Caroline Phelan Touchton
Blythe Posey Ashmore
Louise Potts French
Grace Robertson McLendon
Celeste Rogers Thompson
Caroline Romberg Silcox
Joan Sanders Whitney
Elizabeth Shumaker Goodman
Nancy Holland Sibley
Shirley Sue Spackman May
Joan St. Clair Goodhew
Langhorne Sydnor Mauck
Harriet Talmadge Mill
Delores Ann Taylor Yancey
Carolyn Tinkler Ramsey

Marilyn Tribble Wittner
Gene Allen Reimero Vargas
Roselyn Warren Wells
Mary Ruth Watson
Margaret Woolfolk Webb

1959

Theresa Adams Parkins
Suzanne Bailey Stuart
Llewellyn Bellamy Page
Kathleen Elizabeth Brown Elrod
Mary Clayton Bryan DuBard
India C. Clark Benton
Betty Ann Cobb Rowe
Helen Culppepper Stacey
Leonice Davis Pinnell
Dale Fowler Dick Halton
Caroline H. Dudley Bell
Mary Dunn Evans
Marjorie Erickson Charles
Jan Lyn Fleming Nye
Gertrude Florrid van Luyn
Patricia Forrest Davis
Lynn Frederick Williamson
K. Jo Freeman Dunlap
Betty Garrard Saha
Judy George Johnson
Suzanne Goodman Elson
Theresa Alice Hand Du Pre
Harriet Ann Harrell Bogue
Maria Harris Markwalter
Mary Ann Henderson Johnson
Martha W. Holmes Keith
Sidney Mack Howell Fleming
B. Wynn Hughes Tabor
Audrey Johnson Webb
Jane King Allen
Jane Kraemer Scott
Barbara Lake Finch
Eleanor E. Lee McNeill
Patricia Lenhardt Byers
Mildred Ling Wu
Helen Scott Maddox Gaillard
Marjorie Virginia Muller Mairs
Margaret Ward Abernethy Martin
Leah Elizabeth Mathews Fontaine
Ruby Anita McCurdy Gaston
Lila F. McGeachy Ray
Martha Jane Mitchell Griffin
Anne Louise Moore Eaton
Donalyn Moore McTier
Mary Joan Morris Hurlbutt
Ann Rivers Payne Hutcheson
Mary Paula Pilkenton Vail
Caroline Pruitt Hayes
Lucy Puckett Leonard
Jean Salter Reeves
Susanne Robinson Hardy
Frances Carol Rogers Snell
Helen Smith Rogers
Anne Taylor Selph MacKay
Marianne Sharp Robbins
Irene Shaw Grigg
Anita Sheldon Barton
Roxana Speight Colvin
Annette Teague Powell
Edith L. Tritton White
Nancy Trowell Kearns
Barbara Varner Willoughby
Delos A. Welch Hanna
Susie White Edwards
Susannah Masten Wilson

1960

Lisa Ambrose Hudson
Nell Archer Congdon
Nancy Aubrey Brittain
Angelyn Alford Bagwell
Lois Ann Barrineau Hudson
Gloria Ann Branham Burnam
Mildred Braswell Smith
Cynthia Adair Butts Kelley
Lucy Cole Gratton
Margaret Collins Alexander
Phyllis Cox Whitesell
Celia Crook Richardson
Carolyn Sue Cushman Harrison
Carolyn Anne Davies Praische
Dorothy Doan Humphrey

Rebecca Lynn Evans Callahan
 Anne Elizabeth Eyler Clodfelter
 Louise Crawford Feagin Stone
 Bonnie Gershen Aronin
 Cynthia Grant Grant
 Lillian Hart
 Margaret J. Havron
 Katherine Hawkins Linebaugh
 Carolyn Hoskins Coffman
 Carolyn Howard White
 Jane Inray Shapard
 Linda Mangum Jones Klett
 Julia Kennedy Kennedy
 Charlotte King Sanner
 Jane Law Allen
 Helen Mahry Beglin
 Grace Mangum Kiser
 Frances McFadden Cone
 Ellen McFarland Johnson
 Emily Parker McGuirt
 Sallie Meek Hunter
 Helen M. Milledge Couch
 Elizabeth Mitchell Miller
 Anne W. Morrison Carter
 Wilma Muse
 Warnell Neal
 Everdina Nieuwenhuis
 Jane Norman Scott
 Diane Parks Cochran
 Nancy Carolyn Patterson Waters
 Mary Jane Pfaff Dewees
 Mary Jane Pickens Skinner
 Kay Richards Summers
 Rosemary Roberts Yardley
 Evelyn St. Croix Scofield Rowland
 Lesley Sevier Simmons
 Martha Sharp Smith
 Carolyn Smith McCurdy
 Hollis Smith Gregory
 Martha Elizabeth Starratt Stubbs
 Sybil Strupe Rights
 Marcia Louise Tohey Swanson
 Edith Towers Davis
 Rames Waketord Watkins
 Anne Whisnant Bolch
 Martha Ann Williamson Dodd
 Becky Wilson Guherman

1961

Judith Ann Althergotti Hines
 Ann Avant Crichton
 Emily Frances Bailey
 Barbara Claire Baldauf Anderson
 Elizabeth Barber Cobb
 Pamela Bevier
 Alice Boykin Robertson
 Sally Bryan Minter
 Margaret V. Bullock
 Joan Falconer Byrd
 Kathryn Ann Chambers Elliott
 Medora Ann McBride Chilcutt
 Willie Byrd Childress Clarke
 Eleanor Anne Christensen Pollitzer
 Mary Jim Clark Schubert
 Alice Walker Coffin Brown
 Edith Robinson Conwell Irwin
 Jean Marie Corbett Griffin
 Mary Wayne Crymes Bywater
 Mary Culpepper Williams
 Elizabeth Dalton Brand
 B. Sandra Davis Moulton
 Lucy Maud Davis Harper
 Julia Akin Doar Grahb
 Harriett Elder Manley
 Alice Frazer Evans
 Virginia Gayle Green Miller
 Marion Greene Poythress
 Katherine Gwaltney Remick
 Nancy Hall Grimes
 Elizabeth Anne Hammond Stevens
 Mary Jane Henderson Alford
 Patricia Holmes Cooper
 Judith Houchins Wightman
 Linda Ingram Jacob
 Harriett Jackson Lovejoy
 Jo Jarrell Wood
 Sarah Kelson
 Rosemary Kittrell
 Martha Lair McGregor

Martha E Lambeth Harris
 Mary Taylor Lipscomb Garrity
 Mildred Love Petty
 Julia G. Maddox Paul
 A. Eugenia Marks Espy
 Betty Louise Mattern York
 Mildred Myers McCravy Clarke
 Sue McCurdy Hosterman
 Edna McLain Bacon
 Jane Welch Milligan
 Anne Leigh Modlin Burkhardt
 Mary Jane Moore
 Nancy A. Moore Kuykendall
 Prudence Anne Moore Thomas
 Barbara Mordecai Schwanebeck
 Emily Pancake
 Grace Ann Peagler Gallagher
 Rebecca Joyce Seay Reid
 Mary Bruce Rhodes Woody
 Charmie Robinson Ritter
 Lucy Scales Muller
 Elizabeth Shepley Brophy
 Kathryn Page Smith Morahan
 M. Harriet Smith Bates
 Virginia Thomas Shackelford
 Patricia Walker Bass
 Mary Fairfax Ware
 Betty Sue Wyatt Wharton
 Marian Elizabeth Zimmerman
 Jenkins
 Mildred Laton Zimmermann

1962

Sherry Gayle Addington Lundberg
 Susan Alexander Boone
 Violet Campbell Allen Gardner
 N. Caroline Askew Hughes
 Sally Blomquist Swartz
 Nancy L. Bond Brothers
 Carey S. Bowen Craig
 Clara Jane Buchanan Rollins
 Martha Campbell Williams
 Gail Carter Adkins
 Rosemary Clark Striefel
 Vivian Conner Parker
 Cordelia Elisabeth Cooper
 Humphrey
 Suzanne Mayers Crosby Brown
 Katherine W. Davis Savage
 Ellen J. Delaney Torbett
 Elizabeth Evans Mills
 Madelyn Carol Eve
 Pat Flythe Koonts
 Peggy Frederick Smith
 Elizabeth Gillespie Proctor
 Kay Gilliland Stevenson
 Jacqueline Driscoll Hagler Hopkins
 Adrienne Haire Weiss
 Judy G. Halsell Jarrett
 Elizabeth A Harshbarger Broadus
 Jean Haynie Stewart
 Janice Heard Baucum
 Ann Gale Hershberger Barr
 Margaret Holley Milam
 K. Lynda Horn Gilgale
 Amanda Jane Hunt White
 Ann Pauline Hutchinson Beason
 Betsy Jefferson Boyd
 Norris Johnston Goss
 Isabel Kallman Anderson
 Beverly K. Kenton Mason
 Milling Kinard
 Sara White Kipka Sides
 Betty Kneale Zlathcin
 Letitia Douglas Lavender Sweitzer
 Laura Ann Lee Harris
 Dorothy M. Lockhart Matthews
 Linda Bennett Locklear Johnson
 Margaret Ann McGeachy Roberson
 Genie McLemore Johnson
 Mary Ann McLeod LaBrie
 Ellen Middlebrooks Granum
 Cecilia Ann Middlemas Johnson
 Nancy Nelms Garrett
 Catharine Norfleeth Sisk
 Ethel Oglesby Horton
 Pauline Page Moreau
 Dorothy Porcher
 Marjorie Hayes Reitz Turnbull

Lissa Robin Rudolph Orcutt
 Elaine Sayers Landrum
 Ruth A. Seagle Bushong
 Ruth P. Shepherd Vazquez
 Carolyn Shirley Wimberly
 Margaret Shugart Anderson
 Jo Allison Smith Brown
 Sandra J. Still
 Angelyn Stokes McMillan
 Mary Morgan Stokes Humphlett
 Burnham Walker Reichert
 Jan Whitfield Hughes
 Carol Williams Sellers
 Elizabeth Withers Kennedy
 Ann D Wood Corson

1963

Frances Bailey Graves
 Leewood Bates Woodell
 Judy Brantley
 D'Etta Brown Leach
 Nancy Ruth Butcher Wade
 Sarah Stokes Cumming Mitchell
 J. Kennette Farlowe Brock
 Mary Jane Fincher Peterson
 Betty Ann Gatewood Wylie
 Lucy Harrison Gordon Andrews
 Mary Ann Gregory Dean
 Elizabeth Ann Hardesty Boggan
 Bonnie Grace Hatfield Harrell
 Judy Hawley Zollicoffer
 Mary Louise Hunt Rubesch
 Elizabeth B. Hutcheson Barringer
 Sandra Johnson Barrow
 Ina Jones Hughes
 Leha Jones Graham
 Dorothy Laird Foster
 Jane Lancaster Boney
 Pat Lowe Johnston
 Leigh Maddox Brown
 Lucy Morcock Milner
 Nancy H. Northcutt Palmer
 Patricia Ann O'Brian Devine
 Robin Patrick Johnston
 Doris Polakoff Feinsilber
 Kathryn Mobley Riddlehoover
 Lidie Ann Risher Phillips
 Lee Shepherd Shepherd
 Miriam St. Clair
 Kave Stapleton Redford
 Lydia Sudbury Langston
 Nell Tabor Hartley
 L. Elizabeth Thomas Freyer
 Mary K. Troup Rose
 Edna V. Vass Stucky
 Mary Ruth Walters McDonald
 Louisa Walton McFadden
 M. Elizabeth Webb Nugent
 Nancy Kate Wilkins Barnett
 Miriam Owen Wilson Knowlton
 Flora Jane Womack Gibson
 Mariane Worst Schaum
 Katherine Younger Younger

1964

Norma Elizabeth Alvis Girardeau
 Nancy C. Barger Cox
 Karen Jonne Baxter Harriss
 Mary Evelyn Bell
 Michele Bullard Smith
 Sylvia Chapman Sager
 Carolyn Clarke
 Nora Rooche Field
 Anne T. Foster Curtis
 Garnett E. Foster
 Karen E. Gerald Pope
 Elizabeth Gillespie Miller
 Myra Morelock Gutsche
 Nina F. Griffin Newcomb
 Catherine deVaux Hart Rainey
 Lucy Durham Herbert Molinaro
 K. Betty Hood Atkinson
 E. Dianne Hunter Cox
 Sally Loree James
 Susan Keith-Lucas Carson
 Mary Ann Kennedy-Ehn
 Harriet M. King
 Mary R. Edson Knight
 Mary Lou Laird

Nancy Ellen Lee Bryan
 Shirley E. Lee
 Helen Frances McClellan Hawkins
 Joanna McElrath Alston
 Catherine Susan McLeod Holland
 A. Crawford Meginniss Sandefur
 Anne Minter Nelson
 Mary Mac Mitchell Saunders
 Margaret Moses Zimmer
 Carolyn Newton Curry
 Laurie Oakes Propst
 Ann Pennebaker Arnold
 Mary Pittman Mullin
 Becky A. Reynolds Bryson
 Catherine H. Shearer Schane
 Lila Shetfield Howland
 Nancy Cline Shulford Spivey
 Marian E. Smith Long
 Judith K. Stark Romanchuk
 Elizabeth Stewart Stewart
 Ninalee Warren Jagers
 Nancy Wasell Edelman
 Mary Lynn Weekley Parsons
 Suzanne P. West Giv
 Barbara Ann White Guarienti
 Margaret W. Whitton Ray
 Florence Willey Perusse
 Anita Yount Sturgis

1965

Sally Johnston Abernethy Eads
 Betty Hunt Armstrong McMahon
 Robin Belcher Mahaffey
 Margaret Bell Gracey
 Dorothy Ann Bellinger Grimm
 Rita Jean Bennett Colvin
 Rebecca Beusse Holman
 Sally Blackard Long
 Joanne Branch Huenes
 Jane B Brannon Nassar
 Margaret Lee Brawner Perez
 Elizabeth Brown Sloop
 Pat Buchanan Masi
 Evelyn P. Burton Haigh
 Sally Bynum Gladden
 Virginia Fraser Clark Neary
 Katherine Bailey Cook Schafer
 Helen West Davis Hatch
 Mary Beth Dixon Hardy
 Ann Durrance Sneed
 Doris El-Tawil
 Marilyn Louise Enderli Williamson
 Patricia Gay Nash
 Dee Hall Pope
 Marion Andrea Hamilton Duncan
 Nancy C. Hamnerstrom Cole
 Elizabeth Coles Hamner Grzybowski
 Linda Harrell Harrell
 Carol Jean Holmes Coston
 Linda Kay Hudson McGowan
 Gav Hunter Culp
 Bettye Neal Johnson McRae
 Marjory Joyce Cromer
 Jere Keenan Brands
 Kenney Knight Linton
 Alice Angela Lancaster
 Louise Lewis Lewis
 Johanna Logan Ertin
 Elisabeth Malone Boggs
 Bennett Manning Brady
 Elizabeth Wilson McCain
 Jane McLendon
 Diane Miller Wise
 H. Marie Moore Gavilo
 Nancy Brandon Moore Brannon
 Margaret Murphy Hunter
 Elaine Nelson Bonner
 Dorothy Robinson Dewberry
 Barbara Rudisill
 Harriette Russell Flinn
 Laura Sanderson Miller
 Anne Schiff Favus
 Lucia Howard Sizemore
 Catharine Sloan Evans
 Barbara Ann Smith Bradley
 Mary Lowndes Smith Bryan
 Meriam Elyene Smith Thompson
 Nancy Solomonson Portney
 Susan M. Stanton Cargill

Barbara Summers Richardson
 Sue Tahaferro Betts
 Charlotte Webb Kendall
 Christopher Key Whitehead Huff
 Sandra Hay Wilson
 Margaret Yager Duteny

1966

Judith Ahraano
 Beverly Allen Lambert
 Betty Ann Allgeier Cobb
 Elizabeth Foster Anderson
 Harriet Biscoe Rodgers
 Marilyn Janet Breen Kelley
 Barbara J. Brown Freeman
 Mary Hopper Brown Bullock
 Nancy Bruce Truluck
 Emily Anne Burgess
 Mary Agnes Burnham Hood
 Vicky Campbell Patronis
 Eleanor Cornwell
 Martha J. Doom Bentley
 Susan Dorn Allen
 Joan DuPuis
 Dorothy Elizabeth Evans Aylward
 May Day Folk Taylor
 Louise Foster Cameron
 Blaine Garrison Cooper
 Jean Gaskell Ross
 Karen Louise Gearreald
 Mary Jane Gilchrist Sullivan
 Felicia Guest
 Sue Ellen Hipp Adams
 Alice Hopkins Otis
 J. Jean Jarrett Milnor
 Mary Margaret Kibler Reynolds
 Ellen M. King Wiser
 Mary Kuykendall Nichols
 Linda E. Lael
 Susan Wiley Ledford Rust
 Connie Louise Magee Kevser
 Helen Mann Liu
 Eugenia Martin Westlund
 Elizabeth McGeachy Mills
 Jennifer Love McKinnon Scott
 Kathleen Mitchell McLaughlin
 Karen Montgomery Creceley
 Clair Moor Crissey
 Laura Roberts Morgan van Beuren
 Portia Morrison
 Anne Morse Toppie
 Beverly White Myers Pickett
 Sonja Nelson Cordell
 Margaret W. Peyton Sten
 Linda Preston Watts
 Elizabeth L. Rankin Rogers
 Deborah Anne Rosen
 Irma Gail Savage Glover
 Suzanne Scoggins Barnhill
 Lucile L. Scoville
 Terri Singer Speicher
 Malinda Snow
 Susan M. Thomas
 Martha Abernethy Thompson
 Sarah S Uzzell-Rindlaub
 Carol Watson Harrison
 Nancy Carol Whiteside

1967

Maria Papageorge Artemis
 Jane Watt Balslev
 Judy Barnes Crozier
 Susan Bergeron Frederick
 Linda Bixler Whitley
 Elizabeth Anne Boyd Domm
 Cynthia Hazel Carter Bright
 M. Susan Chapman Mizek
 Linda Cooper Shewey
 Ida Copenhagen Ginter
 Marsha Davenport Griffin
 Dorothy Davis Mahon
 Anne Disker Beebe
 Gayle Doyle Viehman
 Alice Finn Hunt
 Mary Helen Goodloe-Murphy
 Gale Aileen Harrison
 Andrea L Huggins Flaks
 Ann Wellington Hunter Wickes

Elizabeth Hutchison Cowden
Linda Jacoby Miller
A. Jo Jeffers Wingfield
Marty Coley Jervis Hayes
Mary Elizabeth Johnson Mallory
Henrietta Wortley Jones Turley
Lucy Ellen Jones Cooley
Penny Katson Pickett
Jane Keiger Gehring
Karen Kokomo Folsom
Caroline Dudley Lester Tye
Clair McLeod Muller
Ann Winfield Miller Morris
Sandra Leigh Mitchell
Martha Nan Moncrief Seeger
Doris Morgan Maye
Judy Hurst Nuckols Offutt
Caroline Owens Crain
Penelope Penland
Mary E. Pensworth Reagor
Susan M. Phillips
Dottie Radford Spradley
Judy Roach
Ann Roberts Divine
Eliza Williams Roberts Lester
Carol Anne Scott Wade
Pamela Sue Shaw Cochran
Susan Janelle Sleigh Mowry
Patricia Smith Edwards
M. Susan Stevens Hitchcock
Mary Louise Stevenson Ryan
Sallie Tate Hodges
Rosahnd D. Todd Tedards
Anne Justice Waldrop Allen
Sandra Welch Williams
Grace Winn Ellis
V. Ellen Wood Hall

1968

Elizabeth Alford Lee
Lynne Anthony Butler
Sally Bainbridge Akridge
Lucie Barron Eggleston
Marjorie Bowen Baum Pearsall
E. Louise Belcher Hinton
Patricia Alston Bell Miller
Jean Binkley Thrower
Kathleen Blee Ashe
Jan Burroughs Lofris
Mary Thomas Bush Huff
Nonnie Carr Sharp
Laurie Gay Carter Tharpe
Carol Cole Renfro
Susan Stringer Connell
Mary Corbett Brockman
Kate Covington
Anna Carol Culver
Rebecca C. Davis Huber
June Elizabeth Derrick
Paige Dotson Powell
Janet Eastburn Amos
Sarah H. Elberfeld Countryman
Louise G. Fortson Kinsley
Ethel Ware Gilbert Carter
Elizabeth Ann Glendinning
Elizabeth Goud Patterson
Jeanne Elizabeth Gross Johnson
Gabrielle Guyton Johnson
Lucy Hamilton Lewis
Sylvia Harby Hutton
Mary Elaine Harper Horton
Charlotte Hart Riordan
Olivia Ann Hicks
Candace Hodges Bell
Sara Houser Scott
Gue P. Pardue Hudson
Janet Hunter Ouzts
Mary K. Owen Jarboe
M. Susan Johnson
Elizabeth Ann Jones Bergin
Suzanne Jones Harper
Mary Ann McCall Johnson
Eleanor McCallie Cooper
Susan Martin McCann Butler
Katherine McCracken Maybank
Rebecca McRae McGlothlin
Betty Jean Miller Layng
Katherine Ann Mitchell

Margaret Garrett Moore Hall
Florence Nowlin McKee
Martha Parks Little
Patricia Parks Hughes
Nancy Virginia Paysinger
Susan D. Philips Moore
Susan Bea Philips Engle
Rebecca Phillips Routh
Linda Poore Chambers
Dale Reeves Callahan
Betty Jane Renfro Knight
Dorothy Ellen Richter Griffin
Helen Murray Roach Rentch
Heather Roberts Biola
Mary Rogers Hardin
Georganne Rose Cunningham
Maslin Russ Young
Angela Saad
Johanna Scherer Hunt
Dale Steele Hegler
Ann Tear Gallant
Christie Theriot Woodfin
Laura L. Warlick Jackson
Elizabeth Whitaker Wilson
Elizabeth White Bacon
Ann Wilder
Mary Ruth Wilkins Negro
Judy C. Williams
Linda Faye Woody Perry
Alice M. Zollicoffer

1969

Anonymous
Anonymous
Jennie Ann Abernethy Vinson
Patricia Auclair Hawkins
Catherine Auman DeMaere
Beth Bailey
Margaret A. Barnes Carter
Sandra Beck Scott
Mary G. Blake Wiseman
Carol B. Blessing Ray
Mary Bolch Line
Joetta Burkett Yarbro
Penny Burr Pinson
Mary Chapman Hatcher
Julie Cottrill Ferguson
Janice S. Cribbs
Janie Davis Hollerforth
Virginia Davis Delph
Sharon Dixon
Christine J. Engelhard Meade
Margaret M. Flowers Rich
Margaret Louise Frank Guill
Jo Ray Freiler Van Vliet
Prentice Fridy Weldon
Pam Gafford McKinnon
Mary Frances Garlington Trefry
Gay Gibson Wages
Margaret Gillespie Sewell
Lalla Griffith Mangin
Gayle Grubb Haas
F. Diane Hale Baggett
Nancy Hamilton Holcombe
Diane Hampton Flannagan
Kathleen Davis Hardee Arsenaull
Ruth Hayes Bruner
Mildred Ann Hendry Kopke
Beth Herring Colquhoun
Nancy Holman Hoffman
Sally Stratton Jackson Chapman
Carol Jensen Rychly
Kathy Johnson Riley
Nan Johnson Tucker
Beverly Gray LaRoche Anderson
Julia Ann Link Hatfield
Leticia Lowe Oliveira
Beth Mackie
Johnnie Gay Martin
Martha Nell McGhee Lamberth
Dianne Louise McMillan Smith
Suzanne Moore Kaylor
Kappa Moorer Robinson
Jane Elizabeth Morgan Henry
Minnie Bob Morhes Campbell
Mary Anne Murphy Hornbuckle
Kathleen Musgrave Batchelder
Nicki Noel Vaughan
Jean Noggle Harris

Carolyn Patricia Owen Hernandez
Becky Page Ramirez
Patricia Louise Perry Fox
Elita Posey Johnston
Elizabeth Faye Potter
Patsy Rankin Jopling
Flora Rogers Calloway
Carol Anne Ruff Boynton
Dorothy L. Schrader
Lennard Smith Cramer
Helen Stavros
Jeanne Taliaferro Cole
Ann Burnette Teeple Sheffield
Betty Thorne Woodruff
Sarab Moores Walker Guthrie
Joan Warren Ellars
Sheryl Watson Patrick
Shelia Wilkins Harkleroad
Martha Jane Wilson Kessler
Rosie Wilson Kay
Sally Wood Hennessy
Winifred Wootton Booher

1970

Martha Burton Allison Parnell
Susan Atkinson Simmens
Betty Gene Beck Birdwell
Diane Bollinger Bush
Bonnie E. Brown Johnson
Patricia Brown Cureton
Leslie Buchanan New
Mary Agnes Bullock Shearon
Martha Caribaltres Hughes
Deborah Ann Claiborne
Cathy Collicutt
Carol Cook Uhl
Martha Cotter Oldham
Bryn Couey Daniel
Carol Crosby Patrick
Patricia Daut
Terry deJarnette Robertson
Linda L. DeVecchio Galbraith
Susan Evans Donald Conlan
Mary L. Douglas Pollitt
Catherine DuVall Vogel
Marion Daniel Gamble McCollum
Lynne Garcia Harris
Hope Gazes Grayson
Cheryl Ann Granade Sullivan
Sharon Eunice Hall Snead
Martha C. Harris Entreklin
Mary Wills Hatfield LeCroy
Susan Ann Head Marler
Harriette Lee Huff Gaida
Ruth Hannah Hyatt Heffron
Amy Johnson Wright
Kathy Johnson
Hollie Duskin Kenyon Fiedler
Susan Cathcart Ketchin Edgerton
Hollister Knowlton
Mary Margaret MacMillan Coleman
Oma Kathleen Mahood Morrow
Judy Lee Mauldin Beggs
Patricia Eileen McCurdy Armistead
Carol Ann McKenzie Fuller
Helen Christine McNamara Lovejoy
Patricia Ann Mizell Millar
Colleen Nugent Thraillkill
Catherine B. Oliver
Freida Cynthia Padgett Henry
Christine Pence
Martha L. Ramey
Nancy Everette Rhodes
Sally Ann Skardon
Martha Mizell Smith Rumora
Susan Selene Snelling DeFurio
Marylu Tippet Villavieja
Elizabeth Truesdel Baer
Sally Slade Tucker Lee
Martha Jean Wall Olstin
Laura Ellen Watson Keys
Sue Bransford Weathers Crannell
Jennie Ruth Wheelless Hunter
Mareta Wilkins Chambers

1971

Janace Anne Anderson Zolan
Deborah Elizabeth Arnold Fleming
Deborah Lee Banghart Mullins

Evelyn Young Brown Christensen
Vicki Linda Brown Ferguson
Brenda Jane Bullard Frutchev
Swanna Elizabeth Cameron Sautiel
Jane Helen Carlson
Karen Lane Conrad Wibell
Carole Ann Cooper
Julia Virgil Couch Mehr
Mary Carolyn Cox
Sara Dale Derrick Rudolph
Carol Gibbs Durrance Dunbar
Jane Ellen Duttonhaver Hursey
Sandra Jean Finotti Collins
Carol Dianne Floyd Blackshear
Frances Folk Zygmunt
Annette Friar Stephens
Betheda Fries Justice
Christine King Fulton Baldwin
Margaret Funderburk O'Neal
Carolyn Oertha Ganley Christ
Dolly Gray Garrison
Dorothy Gayle Gellerstedt Daniel
Paula Marie Hendricks Culbreth
Mary Alice Isele DiNardo
Ann Appleby Jarrett Smith
Edith Louise Jennings Black
Edythe Patricia Johnston Feuillebois
Linda Sue Krebs
Candace DuBignon Lang
Karen Elizabeth Lewis Mitchell
H. Tyler McFadden
Bonnie Jean McIntosh Toothman
Constance Louise Morris Heiskell
Mary Elizabeth Morris Reid
Susan Elkin Morton
Katherine Leah Mueller Wright
Nancy Ann Newton
Eleanor Hunter Ninestein
Betty Scott Noble
Barbara Herta Paul
Mildred Pease Childs
Jo Ann Perry Ely
Grace Pierce Quinn
Linda Gail Reed Boswell
Sharon Sue Roberts Henderson
Jan Elizabeth Roush Pyles
Sarah Ruffing Robbins
Katherine Setze Horne
Kathy Suzanne Smith Dix
Grace Granville Sydnor Hill
Margaret Kerr Taylor
Margaret Thompson Davis
Ellen McGill Tinkler Reing
Bernie Louise Todd Smith
Mary Caroline Turner
Wimberly Warnock
F. Imogene White
Lynn Napier White Montanari
Ellen Willingham

1972

Harriet Elizabeth Amos
Pamela Hope Arnold Milhan
Eleanor Hamil Barrineau
Rose Eileen Bluerock Brooks
Susan Marie Borcuk
Patricia Carter Patterson
Kathryn Champe Cobb
Julia Seabrook Cole Bouhabib
Susan Claire Correnty Dowd
Kathleen Costello Holm
Gayle Sibley Daley Nix
Lynn Davis Davis
Madeleine M. del Portillo
Barbara Ann Denzler Campbell
Martha Anne Dillard-McGeoch
Beatrice Taylor Divine
Dona Drake
Elaine Arnold Ervin Lortspeich
Jerry Kay Foote
Debra Ann Gay Wiggins
Dianne Gerstle Niedner
Anne Lawson Grimsley Bander
Louise Scott Roska-Hardy
Rebecca L. Hendrix
Julia Rose Hixon Wesley
Claire Ann Hodges Burdett
Mary Jean Horney
Shera Lynn Hudson

Lelia Elizabeth Jarrett Hosley
Elizabeth M. Johnston
Sharon Lucille Jones Cole
Deborah Anne Jordan Bates
Jeanne Elizabeth Kaufmann Manning
Anne Stuart Kemble Collins
Melissa Ann Kilpatrick
Mary Jane King
Elizabeth Anne Laseter Gehring
Sally Douglas Lloyd Proctor
Deborah Long Wingate
Linda Sue Malow Ozier
Marcia Mallory McMurray
Marcia E. Mohney
Mary Jane Morris MacLeod
Virginia Norman McPrice
Nancy King Owen Merritt
Susan Downs Parks Grissom
Mary Ann Powell Howard
Genie Rankin Sherard
Mary Laura Reeves Scanlon
Helen Reid Roddy Register
Michele Christine Rowe Shields
Gayle Elizabeth Saunders Dorsey
Leslie Ann Schooley Mathews
Katherine Bruner Sloan Barker
Gretchen Smith Mai
Katherine Amante Smith Acuff
Sandra Lucille Smith Harmon
Susan Bryant Simson Peak
Linda Ford Story Braid
Barbara H. Thomas Parker
Nancy Delilah Thomas Tiggins
Ann Tomlin Adams
Mary Virginia Uhl Tinsley
M. Lindsey Watt March
Nancy L. Weaver Wilkon
Paula M. Wiles Sigmon
Elizabeth H. Wilkinson Tardieu
Susan Williams Gornall
Gigi Wilson Muirheid
Juliana M. Winters
Ann Christine Yrwing Hall

1973

Faye Ann Allen Sisk
Carolyn Suzanne Arant Handell
Karen Sarita Atkinson Schwinger
Patricia Lynn Bartlett
Barbara Black Waters
Cala Marie Boddie Senior
Sally Campbell Bryant Oxley
Kathleen Lois Campbell Spencer
Mary Margaret Clark Tuttle
Anastacia D. Coclin
Candace Ann Colando Brown
Caron E. Collins Hopkins
Deborah Merce Corbett Gaudier
Ivonne del Portillo
Sheryl Jean Denman Curtis
Rebecca Calhoun Dillard
Martha Forman Foltz Manson
Judith Kay Hamilton Grubbs
Dorothy Andrea Hankins Schellman
Pamela Hanson Hanson
Resa Laverne Harris
Judy Anne Hill Calhoun
Melissa Holt Vandiver
Meredith Howe Pharis
Marcia Krape Knight-Orr
Margaret van Buren Lines Thrash
Jerrilyn Vonne McBride Berrong
Janifer Marie Meldrum
Deborah Lee Newman Mattern
Jane Elizabeth Parsons Frazier
Elizabeth Ann Rhett Jones
Pamela Tristram Rogers Melton
Catherine Marie Ryder Horner
Martha Carpenter Schabel Beattie
Sally Elizabeth Schrader Hart
Nadja Setick-Earl
Judy Carol Sharp Hickman
Janet Elizabeth Short
Clare Purcell Smith Baum
Niurka Sotolongo Landrum
Pamela Ann Todd Moye
Bonnie Lynn Troxler Graham
Edith Carpenter Waller Chambliss
Suzanne Lee Warren Schwank

Cynthia Merle Wilkes Smith
 Laura Jocelyn Williams Knowles
 Cherry Marie Wood
 Barbara Letitia Young McCurthen

1974

Ruth Brown Anderson McAliley
 Barbara Diane Beeler Cormani
 Julie Louise Bennett Curry
 Betty Lynn Binkley Fletcher
 Susan Ray Blackwood Foote
 Marianne Bradley
 Margaret Louise Cassingham Schieffer
 Christine Clark Wilson
 Kay Colvin Ramos
 Patricia Ann Cook Bates
 Mary Jane Kerr Cornell
 Vivienne Ryan Drakes McKinney
 Molly Clare Duseon Naylor
 Davara Jane Dye Potel
 Ann Early Bibb
 Lynn Elizabeth Ezell Hendrix
 Jeannette Walls Fredrickson
 Mary Lynn Gay Bankston
 Cynthia Goldthwaite
 Rebecca Ann Harrison Mentz
 Cecilia Anne Henry Kurland
 Linda Lou Hill Gelcius
 Martha Elizabeth Howard Whitaker
 Louise Baker Huff Armitage
 Patricia Louise Hughes Schoeck
 Gretchen J. Keyser
 Leila Wheatly Kinney
 Teresa Louise Lee
 Kate Elizabeth McGregor Simmons
 Melisha Miles Gilreath
 Leacie Melinda Mitchell Waters
 Sarah Suzanne Newman Bauer
 Claire Owen Studley
 Ann Elizabeth Patterson Clites
 Paulin Holloway Ponder Jude
 Martha Ruth Rutledge Munt
 Carolyn Virginia Sisk Deadwyler
 Karen Cassell Swenson Lussana
 Katherine Littlefield Tarwater Smith
 Mary Louise Wade Gadrix
 Christine Olga Weaver Terrenyi
 Lynne Webb Heady
 Candace Elizabeth Woolie Parrott
 Nancy Maurine Yates-Lustro

1975

Vicki Lynn Baynes Jackson
 Mitzi Ann Bell Peters
 Constance Elaine Bowen Hart
 Frances Lynn Brodnax
 Melody Gwynne Brown
 Debra Elizabeth Carter
 Anna Lou Case-Winters
 Lou Anne Cassels McFadden
 Rose Ann Cleveland Fraustat
 Jane Conley Evans McDonald
 Allison Grigsby Spears
 Motte Legare Hay Turner
 Martha Glenn Hodge Ridley
 Denise Hord Mockridge
 Martha Lynne Jameson Gorgorian
 Janie Anna Johnson-Pickett
 Mae Louise Logan Kelly
 Jana Vail Macbeth
 Ruth Glover McManus Mansfield
 Rebecca Ann Meador
 Mary Gay Morgan
 Jayne Leone Peterman Rohl
 Ellen Cavendish Phillips Smith
 Catherine Pirkle Wages
 Melinda Mundy Rapp Struk
 Angela Rushing Hoyt
 Wendy Rutledge Eck
 Sally Tyre Stenger
 Betsy Wall Carter
 Rebecca McPherson Weaver
 Carolyn Cawthon Webb Thomas
 Lynda Ann Wezeneker Wilson
 Nita Gail Whetstone Franz
 Nancy Carroll White Morris
 Margaret Denson Williams Johnston

1976

Eva Angela Adan
 Lisa Evangelina Banks Kerly
 Carolyn Ann Birter Silk
 Gay Isley Blackburn Maloney
 Elizabeth Holland Boney
 Vernita Arlinda Bowden Lockhart
 Elizabeth Brandon Brame Fortune
 Jane Flowe Brawley
 Lucille Burch Shelton
 Alexandra Demetrius Cochlin
 Elizabeth Anne Dameron Young
 Beth Barclay DeWall
 Sue Frances Diseker Sabat
 Catherine DuPree Shields
 Emily G. Dunbar-Smith
 Sarah Franklin Echols Leslie
 Evalyn Mackay Gantt Dupree
 Harriett Ellis Graves Fromang
 Pamela Jane Hamilton Johnson
 Georgina Caridad Hernandez Elortegui
 Elizabeth L. Hornsby
 Deborah Jean Huband Smith
 Mary Gemma Jernigan Graham
 Martha Cheryl Kitchens Aull
 Nancy Mildred Leasendale Purcell
 Henrietta Barnwell Leland Wheelchel
 Alice Lightle Holcomb
 Patricia Karen Lockard Holmes
 Lois Berrien Lumpkin Long
 Jane Elizabeth Maas Edwards
 Virginia Allan Maguire Poole
 Debra Anne McBride Shelton
 Mary Elizabeth McDaniel
 Jo Anne Melton Mincey
 Melissa Ann Mills Jacobs
 Genevieve New Chaffee
 Janet Lynn Norton
 Ann Wilson Patton Henley
 Jennifer June Rich Kaduck
 Lori Grace Riley Day
 Martha Sue Sarbaugh Veto
 E. Pedrick Stall Lowrey
 Jane Boyce Sutton Hicks
 Janet Polk Tarwater Kibler
 Lucy Exum Turner
 Karen White Holland
 Barbara Ann Williams
 Laurie Dixon Williams Attraway

1977

Evelyn Elizabeth Babcock
 Mary Anne Barlow
 Lydia Maria Benedek
 Holly Ann Bennett Rielly
 Mary Crist Brown
 Nancy Donna Burnham
 Jasmine Choi-Yin Choy Chambers
 Ann Fox Conrad
 Elizabeth Rachel Doscher Shannon
 Kandace Maria Fitzhugh Boyd
 Nancy Ellen Fort Grissett
 Martha Ann Hackl Smith
 Cynthia Hodges Burns
 Corine Sue Jinks Robertson
 Terri Ann Keeler Niederman
 Kate Louise Kussrow McConaughy
 Melissa Landon Hamid
 Katherine Thomas Lawther McEvoy
 Beth Mason Gilley
 Eleanor Anne McCain
 Melinda Ann Morris Knight
 Beverly Elaine Nelson McCallum
 Dana Nichols Chamberlain
 Clare O'Kelley Bennett
 Eva Katherine Oates Roos
 Susan Lang Pedrick McWilliams
 Susan Patricia Pirkle Trawick
 Julie Florine Poole Knotts
 Robin Dale Ransbotham Moseley
 Sandra Marie Saseen
 Linda Frances Shearon
 Sarah Shurley Hayes
 Nancy C. Sisk Cleveland
 Caroline Elizabeth Swink
 Lydia Pamela Wilkes Barfoot
 Frances Elaine Williams
 Willie Kay Williams Barnard

Lynn Wilson McGee
 Emily Wingo Craig

1978

Beth Allison Blackburn
 Marguerite Anne Booth Gray
 Mary Gracey Brown Diehl
 Ann Carter Burchenal
 Shirley Chan Kwan
 Robin Franklin Clement
 Barbara Lynn Duncan
 Jean Ellen Ezell Paulson
 Katherine Craig Fitch Piette
 Sharon Ruth Hatcher
 Rebecca L. Johnson Bisber
 Susan F. Jordan Spalding
 Janet E. Kelley Jobe
 Marlene Munden Laboureur
 Mary Lynn Lipscomb Bausano
 Susan Rollins McCullough DeKoch
 Wanda Emma McLemore
 Judith K. Miller Bohan
 Jean Elder Moores
 Mary Jane Norville
 Kathleen Ann O'Brien
 Lynne Oswald
 Cynthia Ann Peters
 Sharon D. Pittman Powell
 Kathryn Schnitker White
 Margaret Elaine Sheppard Almand
 Mary Anna Smith
 Sharon Lynn Smith Roach
 Susan Smith
 Melody Kathryn Snider Porter
 Rebekah G. Strickland
 Mary Alice Vasilos George
 Marybeth Whitmore Hegerty
 Elaine Cooper Wilburn Zullo
 Christina Wong Leo
 Lucy Bullock Worrell

1979

Deborah I. Ballard Adams
 Diane Banyar
 Suzanne Barefoot Meacham
 Diane Beaudoin Dodd
 Elizabeth Eve Belk
 Melanie Sue Best
 Susan Bethune Bennett
 Laura Boyd Marhews
 Janet Marie Bradley Fryzel
 Betre W. Broadwell
 Martha Sue Brock Watters
 Laura Bess Cox Abare
 Debby Daniel-Bryant
 Leslie Doyle Brenegar
 Patricia Ann DuPont Easterlin
 Sandra L. Fowler
 Aria Spencer Galt
 Mary Beth Gardiner
 Nancy Eleanor Graham
 Anne Christopher Griner
 Nancy Kimberly Greckowicz
 Karol Hammer Stephens
 Carol Hedrick Howard
 Julie Lynn Johnston Wiggins
 Anne Curtis Jones
 Evelyn L. Kirby Jones
 Lilhan M. Kosmosky Kiel
 Virginia Lee McMurray
 Julia H. McFerrin
 Marion Elizabeth McGreevy
 Minschwanner
 Ann Lawrence Mock Elizando
 Rosalie Nichols
 Margaret Pfeiffer Elder
 Marjorie Anne Pirkle Morgan
 Karen Leslie Rogers Burkett
 Mary Pamela Roukoski Webb
 Shannon Ruddell
 Donna Joyce Sanson
 Donna Stuxrud Crawford
 Gertrude O. Stone
 Susi Van Vleck Patton
 Nina Wiggins Fazio
 Lisa Kay Worthey Keller

1980

Donna R. Adams

Catherine Elizabeth Beck
 Debbie Jean Boelter Bonner
 Sherri Gay Brown
 Sandra Anne Burson Hosford
 Rebecca Burtz Melton
 Kimberly Jeanne Clark
 Paxson Collins
 Sheryl Ann Cook
 Carmen Elizabeth Crumbley Cross
 Cindy Dantzer Shearer
 Patricia Elebash
 Dottie Bliss Enslow Putnal
 Cynthia L. Evans
 Sarah Ann Fairburn
 Gloria Maria Fernandez Baden
 Vicki Lee Fitzgerald
 Nannette LaRue Gee McIntyre
 Susie E. Ham Deiters
 Cynthia Marie Hampton
 Carolyn Lee Harber
 Kemper Hatfield Graham
 Rebecca Ann Hendrix Painter
 Mary Anne Hill
 Lisa Hope Johnson Kiel
 Beverley Coltrane Jones Suther
 Christiana T. Lancaster Reese
 Lisa Ann Lee Quenon
 Susan D. Little
 Sharon L. Maitland Moon
 Elizabeth Mosgrove
 Keller Leigh Murphy Torrey
 Sally Nalley Hoffman
 Rose Marie Perez Stokes
 Lynne Perry Sales
 Helen Melissa Rawl
 Marcia Kim Robinson
 Tracy Romaine Rowland Petrin
 Judith Ann Smith Willis
 Margaret Rose Somers Shepard
 Dixie Lee Washington
 Susan Raye Wilkie Welch
 Anna Lisa Wilson
 Katherine Zarkowsky Broderick

1981

Helen Ruth Anderson Arrington
 Beth Arant McIlwain
 Martha Leigh Armour Watters
 Nancy Louise Brock Johnson
 Darby Bryan Craddock
 Millie Jan Carpenter Eads
 Carol Ruth Chapman
 Stephanie Jane Chisholm
 Kelley Ann Coble
 Carol S. Colbe
 Jeanne Marie Cole
 Rebecca Suzanne Dayton
 Nancy Elizabeth Dorsey
 Mary Elizabeth DuBose Amaker
 Kathryn Fogle Huitman
 Judy Ann Fountain
 Maryanne Cannon Deaton
 Jennifer Louise Giles Evans
 Alexandra Y. Gonsalves Brooks
 Nancy Lee Griffin
 Henrietta C. Halliday
 Ann Douglas Harris Merrill
 Karen Arlene Hellender
 Beth Anne Jewett Brickhouse
 Susan Gail Kennedy Blackwood
 Laura Klettner Bynum
 Maribeth Madeline Kouts
 Teresa Anne Layden
 M. Kim Lenoir
 Sarah B. Leser Stom
 Joan Hance Loeb
 Joyce Ludvigsen
 Kathleen Anne McCunniff
 Laurie McMillan Anderson
 Pamela Jean Moore
 Pamela Deborah Mynatt
 Laura D. Newsome
 Monica Susan O'Quinn
 Julie Oliver Link
 Kim M. Parrish
 Barbara Massey Patton
 Lucille Perez
 Lucia Wren Rawls
 Lydia Reasor Dayton

Beth A. Richards
 Adrienne K. Ryan
 Stephanie Anne Segars
 Shari Diane Shaw
 Martha Sheppard
 Margaret E. Shirley
 Janet Rae Smith
 Susan G. Smith
 Sandra Keys Sprague
 Lynn Pace Stonecypher
 Claudia Gazaway Stucke
 Karen Lee Tapper Van de Graaff
 Sarah Elizabeth Toms
 Susan Thorp Wall
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Mr. Thomas E. Marler	Dr. Victor H. Nassar	Mrs. David R. Rice	Mr. Stephen R. Smith	Mr. John H. Westnauer Jr.
Mr. Thomas O. Marshall	Mr. Harlan B. Naylor III	Mr. B. Scott Rich	Mr. Theodore H. Smith	Mr. Matthew D. Welch
Dr. Harry W. Martin	Mr. Charles D. Nelsen	Colonel Jimmy A. Richardson	Mr. W. Sam Smith	Dr. Albert N. Wells
Mr. J. M. Martin	Mr. Robert S. Nelson	Mr. Carl J. Ricker	Mr. Walter A. Smith	Mr. James R. Wells
Mr. Ralph H. Martin	Lillian L. Newman	Mr. Harry Wynn Rickey	Mr. William Gilbert Smith	Mr. Felix Welton
Mr. & Mrs. Thomas L. Martin	Dr. James D. Newsome	Ronald & Tarcella Rickman	Mr. William H. Smith Jr.	Mr. Charles W. West Jr.
Mr. Anthony F. Mast	Miss Catherine Newton	Mr. Eugene N. Riddle	Mr. Wilson W. Smith Jr.	Mr. Stephen K. West
Dr. Frank Alfred Mathes	Mr. H. Gudger Nichols Jr.	Mr. Robert J. Rielly	Mr. Thomas R. Sneed	Mr. Thomas J. Westbury Jr.
Mr. Ferrin Y. Mathews	Dr. Malcolm B. Niedner Jr.	Mr. J. A. Riggs Jr.	Mr. Fred W. Snell Jr.	Rev. John E. Westlund
Mr. Larry A. Mathews	Mr. Franklin R. Nix	Donald A. Ringe	Mr. Joseph A. Snitzer III	Mr. Wendell K. Whipple
Mr. Stephen A. Mathews	Dr. J. Phillips Noble	Mr. H. Erwin Robbins Jr.	Mrs. Carolyn B. Snow	Mr. Richard L. Whitaker
Mr. Robert H. Mauck	Dr. Jeffrey T. Nugent	Mr. John Robbins	Mr. James L. Spencer	Mr. A. Thomas White
Mr. Jewell C. Maxwell	Mr. W. Ennis O'Neal	Mr. Markley Roberts	Dr. Samuel R. Spencer Jr.	Mr. C. C. White Jr.
Dr. Prescott D. May Jr.	Mr. M. Lamar Oglesby	Rev. Raymond R. Roberts	Lt. Col. Frank J. Spertel Jr.	Mr. C. Marlin White
Dr. & Mrs. Paul M. McCain	Mr. & Mrs. R. Lamar Oglesby	Mr. Earl L. Robertson	Mr. Albert G. Spivey Jr.	Dr. Cecil G. White Jr.
Rev. R. Don McCall	Dr. John G. Oliver	Mr. John A. Robertson	Thomas R. Sprenger, M.D.	Dr. Edward S. White
Mr. Marion Richards McCallum	Mr. Edward S. Olson	Mr. Thomas M. Robertson	Mr. William W. St. Clair	Dr. Neal J. White Jr.
Mr. H. W. McComb	Mr. Gary L. Orkin	Mr. Leslie Robinson	Mrs. M. K. Stamm	Mr. Richard S. White Jr.
Cpt. Donald A. McCunniff	Dr. Donald S. Orr	Rev. Sam G. Rogers	Mr. Raymond P. Starr	Mr. William A. White Jr.
Mr. Glenn McCutchen	Dr. Mark T. Orr	Mr. Charles R. Romanchuk	Dr. Adolph M. Stebler	Randolph Whitfield
Mr. Joseph McDonald	Mr. Gordon A. Oshorn	Mr. Stephen A. Roos Jr.	Dr. Chloe Steel	Mr. & Mrs. Franklin H. Whitten
Mr. Charles Durward McDonell	Mr. Carl E. Osteen	Mr. Richard G. Rosselot	Maj. Robert L. Stephens	Mrs. Carole B. Whittington
Mr. Robert M. McFarland Jr.	Mr. William A. Ott	Mr. & Mrs. J. M. Rubens Jr.	Mr. Robert J. Stephenson	Gerald O. Whittington
Mr. William C. McFee	Dr. Walton H. Owens Jr.	Mr. Rudolph A. Rubesch	Dr. James T. Stewart	Mr. Peter O. Wibell
Bonnie G. McGaha	Mr. Lance W. Ozier	Mr. Thomas G. Rumora	Mr. William J. Stewart	Prof. Ingrid E. Wieshofer
Mr. David L. McGee	Mr. A. B. Padgett	Mr. C. Robert Ruppenthal	Mr. Joseph C. Stock	Mr. Arthur W. Wiggins Jr.
Mr. & Mrs. Fred S. McGehee	Dan Palmer Jr.	Mr. Ralph D. Rutenber	Mr. Thomas E. Stonecypher	Mr. Carlton E. Wiggins
Prof. Terry S. McGehee	Dr. Hayne Palmour	Mr. Milton Ryman Jr.	Mr. Wallace A. Storey	Mr. Sam P. Wilburn Jr.
Mr. Larry J. McGlothlin	Mrs. Susan H. Paredes	Mr. Alexander Sager	Mr. J. Glenwood Strickler	Mr. James A. Wilkerson
Mr. & Mrs. Robert E. McIntosh	Mr. John R. Park	Mr. William K. Sales Jr.	Dr. Charles A. Stubblebine	Dr. Wray Wilkes
Mr. William E. McIntyre	Steve H. Park	Mr. Hansford Sams Jr.	Mr. Carl H. Stucke	Mr. J. Richard Wilkins
Mr. Dean G. McKee	Mr. J. E. Parker	Mr. Thomas E. Sandefur Jr.	Mr. Robert B. Studley	Mr. D. D. Wilkinson
Prof. Kate McKemie	Mr. Frank C. Parkins	Prof. Dudley W. Sanders	Mr. Stephen P. Struk	Mr. Ben W. Williams
Mr. Charles D. McKinney Jr.	Mr. John E. Parse	Henry C. Sawyer	Mr. William A. Sturgis	Mr. Floyd R. Williams Jr.
Mr. Calvin B. McLaughlin	Mr. C. D. Paschal	Patrick M. Scanlon	Mr. Joe W. Sullivan Jr.	Mr. Frank E. Williams Jr.
Mr. John C. B. McLaughlin	Mr. Howard W. Patrick	Mr. William L. Schafer Jr.	Mr. Brian C. Swanson	Mr. Hamilton M. Williams Jr.
Mr. M. E. McMahon	Dr. John H. Patton	Mr. Robert W. Schear	Mr. & Mrs. John E. Swink	Mr. James F. Williams
Mr. M. Shawn McMurray	Dr. David W. Pearsall Jr.	Dr. J. K. Schellack	Mr. Marion L. Talmadge	Mr. Thomas R. Williams
Dr. W. Edward McNair	Dr. Rudolph N. Perez Jr.	Mr. C. Oscar Schmidt Jr.	Mr. John Tardieu	Mr. W. Leroy Williams
Mr. Hector M. McNeill	Miss Margaret M. Perry	President Ruth A. Schmidt	Mr. Jack M. Tedards Jr.	Mr. Michael J. Willis
Mr. Ellis K. Meacham	Dr. Marvin B. Perry Jr.	Mr. Glenn G. Schooley	T. Edwin Tharpe	Mr. Raymond Willoch
Mr. Norton Melaver	Colonel William M. Perryman	Mr. & Mrs. W. H. Schrader	Mrs. Romeal Theriot	Mr. Donald A. Willoughby
Mr. James R. Mell	Mr. Hugh Peterson Jr.	Mr. Richard M. Schubert	Mr. & Mrs. Paul F. Thiele	Mr. Patrick J. Willson
Mr. Roger P. Melton	Mr. Robert C. Petty	Mary Leslie Scott	Robert M. Thies	Mr. Mercer E. Wilson
Mr. Wayne G. Melton	Mr. & Mrs. John Plettler Jr.	Mr. Paul B. Scott Jr.	Mr. C. E. Thompson	Mr. Robert E. Wilson
Mr. Ernest Merklein	Rev. W. E. Phifer Jr.	Dr. Rickard B. Scott	Dr. E. W. Thorpe	Dr. Albert C. Winn
Mr. W. Robert Mill	Dr. Harry W. Philips	Virginia M. Scott	Mr. William L. Thrower	Mr. H. Dillon Winship Jr.
Dr. John M. Miller	Dr. J. Davison Philips	Mr. Robert F. Seaton	Dr. & Mrs. W. P. Tinkler	Rev. A. Clark Wiser
Mr. Paul T. Miller Jr.	CWO Charles B. Pickett	Dr. William J. Senter	Mr. W. McLean Tippins	Mr. Albert F. Wisner
Mr. Robert G. Miller Jr.	Dr. John J. Piel	Mr. Henry R. Setze Jr.	Dr. Albert C. Titus	Prof. Harry Wistrand
Dr. William L. Miller	Mr. James M. Piette Jr.	Mr. B. M. Sharian Sr.	Mr. J. H. Topple	Penny Rush Wistrand
Mr. David S. Milligan	Mr. J. Douglas Pitts	Mr. Henry Sharp Jr.	Dr. John V. Torbert Jr.	Dr. Harvey Wittner
Mr. William A. Mills	Mr. Samuel O. Poole	Mr. Harry B. Shaw	Mr. Carl J. Tornhom	** Estate of Anna B. Wood
Mr. V. A. Milton	Mr. Philip T. Porter	Mr. J. C. Shaw	Mr. & Mrs. George O. Trahue	Dr. Robert E. Wood
Mr. W. B. Minter	Dr. Barry Portnoy	S. Ray Shead	Mr. Charles D. Trawick	Mr. & Mrs. Robert T. Woodbury
Mr. Jerrold A. Mirman	Dr. Walter B. Posey	Mr. Bruce Shearer	Mrs. Sandra S. Traywick	Mr. Richard H. Woodfin
Mr. Donald Grant Mitchell	Mr. James Kerry Powell	Dr. Mary Boney Sheats	Mr. Ralph P. Trevillion	Mr. George W. Woodruff
Mr. F. M. Mitchell	Mr. Stephen P. Powell	Mr. Frank Sheffield	Dr. Richard K. Truluck Jr.	Mr. Paul Woodruff
Mr. C. Wade Mobley	Mr. George W. Power	Mr. George H. Shield	Dr. Roy E. Truslow	Mr. Gerald W. Woods
Mr. Richard Mockridge	Mr. Joseph E. Poythress	Rev. L. Bartine Sherman	Mr. Robert L. Turnipseed	Dr. William D. Woodward
Dr. Joseph C. Monaghan	Col & Mrs. G. J. Prater Jr.	Mr. William F. Shewey	Mr. William B. Tye	Mr. Stephen W. Woody
Mr. James B. Moon	Mr. & Mrs. C. C. Prevost	Mr. John A. Shibus	Fred Tyler	Mr. E. Warren Woolf
Mr. Carl Moore	Admiral Frank H. Price	Mr. Angus J. Shingler	Mr. Andrew Tynes	Prof. Nai-Chuang Yang
Mr. Park H. Moore Jr.	Mr. Robert R. Price	Mr. John M. Shirley	Dr. C. Calvin Upshaw	Mr. Presley Daniel Yates Jr.
Dr. Rayburn S. Moore	Dr. Charles R. Propst	Mr. J. E. Shuey	Mr. Michael B. van Beuren	Mrs. Mary S. Yongue
Mr. David H. Moreau	Mr. Bernard Prudhomme	Mr. Horace H. Sibley	Mr. Robert van Luyn	Mr. David H. Young Jr.
Mr. John Mark Morford	J. Crayton Pruitt, M.D.	Mr. W. A. L. Sibley Jr.	Major John Van Vliet III	Mr. Glenn A. Young
Mr. Clift E. Morgan Jr.	Mr. Roger C. Purcell	Dr. D. Hal Silcox Jr.	Daniel Vargas	Mr. & Mrs. W. M. Zarkowsky
Judge Lewis R. Morgan	Mr. Michael G. Pursley	Mr. Joseph F. Simmens	Craig A. Vedvik	Mr. Michael J. Zimmer
Mr. Thomas E. Morris	Dr. Julian K. Quattlebaum	Mr. G. Ballard Simmons Jr.	Ruth A. Vedvik	Mr. Jere P. Zollicoffer
Mr. David P. Morrow	Roger K. Quillen	Mr. Henry M. Simons Jr.	Mr. Manuel Villavieja	
Dr. Chester W. Morse	Mr. & Mrs. Benjamin Quintana	Mr. Warren M. Sims Jr.	Mr. Ronald W. Vinson	
Mr. John H. Morse	Mr. Philip Rafferty	Mr. John W. Singleton	Mr. George Vinsonhaler	
Mr. Jack Moses	Mr. & Mrs. James B. Ramage	Mr. Thomas A. Sizemore III	Mr. Phillip S. Vogel	
Mr. R. G. Moulton	Agustin A. Ramirez	Mr. J. H. Skelton	Mr. Frederick Von Hollen	
Mr. James R. Moye	Mr. Robert H. Ramsey	Mr. B. Franklin Skinner	Mr. James R. Wagner	
Mr. Sam Mozley	Mr. James K. Rankin	Mr. Donald G. Skinner	Mr. & Mrs. Robert J. Wall	
Mr. C. F. Muckenfuss III	Mr. Thomas Ransom	Rev. Steve Sloop Jr.	Mr. & Mrs. M. B. Wallace Jr.	
Captain Edward Muhlenfeld	Mr. J. Billie Ray Jr.	Mr. Clifford W. Smith Jr.	Mr. R. P. Warnock	
Mr. Terry W. Muirhead	Mr. W. Thomas Ray	Mr. D. Warren Smith	Mr. William C. Warren III	
Mr. Thomas H. Muller Jr.	Mrs. Agnes L. Reagan	Mr. F. DeVere Smith	Mr. Michael Wasserman	
Mr. James D. Mullins	Mr. E. C. Reckard Jr.	Mr. & Mrs. Fred W. Smith	Mr. Michael A. Waters	
Mr. Thomas G. Mundy Jr.	Dr. Bryan L. Redd Jr.	Mr. Hal L. Smith	Mr. J. P. Watkins Jr.	

STUDENT LOAN FUNDS

ALUMNAE LOAN FUND of \$1,000.

BING CROSBY LOAN FUND of \$5,500 was established in 1966 by the Bing Crosby Youth Fund to provide financial assistance to deserving students who have completed their freshman year satisfactorily.

GENERAL STUDENT LOAN FUND of \$657,334 has been established with gifts from alumnae and friends and grants from the Board of Trustees.

LUCY HAYDEN HARRISON LOAN FUND of \$1,000.

PEARL C. JENKINS LOAN FUND of \$53,457 was established in 1925 by Mrs. Jenkins of Crystal Springs, Miss. Her daughter, the late Annie Tait Jenkins, a 1914 graduate, added substantially to the fund through an investment she made.

NELL JONES MEMORIAL LOAN FUND of \$4,605.

DAVID N. LANDERS STUDENT LOAN FUND of \$4,775.

MARY LOUISE LATIMER LOAN FUND of \$29,940 was established in 1962 with a bequest from her mother, Chloe Fowler (Mrs. William A.) Latimer, of Decatur, as a memorial to this member of the Class of 1935.

HUGH L. AND JESSIE MOORE McKEE LOAN FUND of \$5,500 was established in 1940 by Mrs. McKee, an Atlanta friend of the College.

VIRGINIA PEELER LOAN FUND of \$1,000.

EUGENIA WILLIAMS SCHMIDT LOAN FUND of \$9,635 was established in 1975 by her husband, C. Oscar Schmidt Jr. of Cincinnati, Ohio, in memory of this member of the Class of 1940.

RUTH SLACK SMITH LOAN FUND of \$5,000 was established in 1953 with a bequest from this 1912 graduate. Mrs. Smith had served as a university educator and administrator before becoming executive secretary of the Student Aid Foundation during her "retirement."

ANNUITY FUNDS

MARTHA CURRY CLECKLEY FUND of \$10,288 was established in 1975 by Virginia Prettyman '34 in appreciation for the devotion Mrs. Cleckley had for Dr. Prettyman's mother.

MARY BEN WRIGHT ERWIN FUND of \$20,200 was established in 1984 by this member of the Class of 1925. This will establish later the Mary Ben Wright Erwin Scholarship Fund.

ESTHER ANDERSON GRAFF FUND of \$13,716 was established in 1983 by this friend of the College. This will become an addition to the Esther Anderson and James Graff Scholarship Fund.

MARY SHIVE FUND of \$1,150.

FRANCES GILLILAND STUKES FUND of \$10,000 was established in 1976 by this member of the Class of 1924 from Decatur. This will become an addition to the Frances Gilliland Stukes and Majorie Stukes Strickland Scholarship Fund.

LIBRARY FUNDS

AGNES LEE CHAPTER OF THE UNITED DAUGHTERS OF THE CONFEDERACY BOOK FUND of \$1,000.

RALPH BUCHANAN ALBAUGH BOOK FUND of

\$53,658 was established in 1980 by his mother, Omah Buchanan Albaugh '16, as a memorial for this pilot who died during the Battle of Iwo Jima. The income is used to purchase books in the humanities.

THYRZA ASKEW BOOK FUND of \$1,000.

MARTHA LESSER BREEN BOOK FUND of \$1,450.

EDNA HANLEY BYERS BOOK FUND of \$4,788.

ASA GRIGGS CANDLER LIBRARY FUND of \$47,000 was established in 1940 by the Board of Trustees from the generous gifts of this prominent Atlanta business leader who was one of the chief promoters of Christian education in the South. The income supports the operation of the library.

MILTON CANDLER BOOK FUND of \$2,500.

ANDREW CARNEGIE LIBRARY FUND of \$25,000 was established in 1951 by the Board of Trustees in recognition of Mr. Carnegie's generosity in having provided funds to build the College's first library in 1910. The income supports the operation of the library.

ANNIE MAY CHRISTIE BOOK FUND of \$2,186.

MELISSA A. CILLEY BOOK FUND of \$2,262.

CLASS OF 1928 MEMORIAL BOOK FUND of \$4,915.

CLASS OF 1930 MEMORIAL BOOK FUND of \$1,965.

CLASS OF 1933 BOOK FUND of \$7,913 established in 1978 by the member of this class as a part of their 45th reunion. The income is used to place books from the humanities in the library as memorials to members of this class.

MARY KEESLER DALTON ART BOOK FUND of \$25,000 was established in 1980 by Harry L. Dalton in honor of his wife, a 1925 graduate. The income is used to purchase books on art and art history.

FLORENE F. DUNSTAN BOOK FUND of \$3,588.

REBEKAH HOUGH SCOTT HARMAN BOOK FUND of \$3,200.

MURIEL HARN BOOK FUND of \$3,034.

HUFF-ROSENBLATT BOOK FUND of \$5,250 was established in 1980 by Ellen Rosenblatt Caswell '47 in memory of her mother, Adeline Huff Rosenblatt, and her grandfather, Major James Thomas Huff, CSA. The income is to be used to purchase books in Southern history and literature or by Southern authors.

HUMANITIES BOOK FUND of \$342,560 was established in 1980 with gifts from alumnae and friends and by a grant from the National Endowment for the Humanities. The income is used to purchase books in the humanities.

NELL HEMPHILL JONES BOOK FUND of \$1,000.

G. BENTON KLINE BOOK FUND of \$1,972.

EMMA MAY LANEY BOOK FUND of \$8,103 was established in 1956 by a group of her associates and former students to honor this professor of English upon her retirement after she had served 37 years on the faculty. The income is used

for the acquisition of rare books in English literature.

ANN FLITCRAFT LATHRUP BOOK FUND of \$10,635 was established in 1982 by her family and friends as a memorial for her years of service on the library staff. The income is used for acquisitions in reference material and American literature.

THE JAMES ROSS McCAIN BOOK FUND of \$16,235 was established in 1951 by faculty, students, alumnae and friends to honor President James Ross McCain upon his retirement after his 28 years of outstanding service as president of the College.

ELEANOR BROWN McCAIN BOOK FUND of \$15,000 was established in 1979 by her family and friends as a memorial to her for her role in the life of the campus and community. The income is used to purchase books in the humanities.

CLAUDE CANDLER McKINNEY BOOK FUND of \$1,000.

LOUISE McKINNEY BOOK FUND of \$1,834.

ISABEL ASBURY OLIVER BOOK FUND of \$1,575.

WINGFIELD ELLIS PARKER BOOK FUND of \$2,000.

ELIZABETH GRAY AND MARVIN B. PERRY SR. BOOK FUND of \$19,226 was established in 1978 by President Marvin B. Perry Jr. in memory of his mother and father.

WALTER BROWNLOW POSEY BOOK FUND of \$2,914.

JANEF NEWMAN PRESTON BOOK FUND of \$1,095.

GERTRUDE K. SEVIN BOOK FUND of \$2,835.

FLORENCE E. SMITH BOOK FUND of \$2,655.

ALMA WILLIS SYDENSTRICKER BOOK FUND of \$1,300.

MARY WEST THATCHER BOOK FUND of \$14,000 was established in 1980 by this alumna of the Class of 1915 who served as an active trustee from 1947 to 1971. The income is used to purchase books in the humanities.

TIME, INCORPORATED BOOK FUND of \$10,000 was established in 1966 with a grant from Time, Incorporated, as part of its effort to recognize and strengthen selected colleges.

JANE McLAUGHLIN TITUS BOOK FUND of \$3,500.

CATHERINE TORRANCE BOOK FUND of \$1,215.

MERLE G. WALKER BOOK FUND of \$1,465.

VIRGINIA OWENS WATKINS BOOK FUND of \$5,000 was established in 1984 with a bequest from this member of the Class of 1947. The income is to be used to purchase books for the library.

WILLIAM GLASSELL AND LILLY BRUPBACHER WEEKS BOOK FUND of \$10,015 was established in 1980 by Margaret G. Weeks '31 of New Orleans as a memorial to her parents. The income is used to purchase books in the humanities.

EDGAR D. WEST BOOK FUND of \$3,787.

SPECIAL FUNDS

THE WALTERS FUND of \$32,502,708, established in 1955 through a bequest from Frances Winship Walters, represents the major part of Agnes Scott's Endowment. Mrs. Walters attended Agnes Scott Institute and served as a trustee for 16 years. As the residual beneficiary of her estate, Agnes Scott initially received \$4,291,630, the largest amount from any source.

THE ENGLISH FUND of \$635,019 was established in 1947 by a \$500,000 grant from an anonymous foundation. The income is used to maintain and strengthen the English department program.

THE HISTORY AND POLITICAL SCIENCE FUND of \$1,103,329 was established in 1964 through a \$500,000 matching grant from an anonymous foundation. The College matched the gift with an equal amount from other sources to total \$1 million. The income is used to maintain and strengthen the program of the Departments of History and Political Science.

THE GENERAL ENDOWMENT FUND of \$1,433,693 represents gifts from individuals, corporations and foundations.

MEMORIAL FUNDS

SARA BURKE ADDISON FUND of \$17,131 was established in 1980 by Elizabeth Henderson Cameron '43 in memory of the daughter of Thomas and Dorothy Holloran Addison '43. The income is used for the professional development of the faculty in the humanities.

WALLACE McPHERSON ALSTON PROFESSORSHIP OF BIBLE AND RELIGION of \$500,000 was established in 1973 by the Board of Trustees in honor of Agnes Scott's third president when he retired after 25 years of distinguished service to the College.

ANNA JOSEPHINE BRIDGMAN FUND of \$2,780.

WILLIAM A. CALDER FUND of \$3,535.

JOHN BULOW CAMPBELL FUND of \$142,945 was established in 1940 by this generous trustee from Atlanta as the first gift to the College's Semi-Centennial Fund. The income is available to strengthen the College's operation.

JOHN BULOW CAMPBELL SCIENCE BUILDING FUND of \$250,000 was established in 1983 with a foundation grant. The income is used to equip and maintain this major academic facility.

CHARLES MURPHEY AND MARY HOUGH SCOTT CANDLER FUND of \$1,000.

MARION T. CLARK RESEARCH FUND of \$11,200 was established in 1978 by his family and friends as a memorial to this William Rand Kenan Jr. Professor of Chemistry and chairman of the department and in recognition of his 18 years of service at Agnes Scott. The income is used to assist the student research program.

RENDER P. AND ELIZABETH POTTER CONNALLY FUND of \$1,000.

MARY KEESLER DALTON ART FUND of \$30,944 was established in 1972 by Harry L. Dalton of Charlotte, N.C., in honor of his wife, Class of 1925. The income is used to purchase art for the College's Dalton Galleries.

CHARLES A. DANA PROFESSORSHIP FUND of \$565,835 was established in 1973 with a grant from the Charles A. Dana Foundation and matching funds from Agnes Scott. The income is used to supplement compensation for at least four Dana Professors.

CHRISTIAN W. DIECKMANN FUND of \$3,475.

AGNES SCOTT DONALDSON FUND of \$10,000 was established through a bequest from this member of the Class of 1917. The income is used where it is most needed.

SUZANNE GOODMAN ELSON PRIZE FUND of \$20,667 was established in 1986 by Edward E. Elson in honor of his wife, Suzanne Goodman Elson of the Class of 1959. The prize is awarded annually to an outstanding Agnes Scott student.

LETITIA PATE EVANS FUND of \$100,000 was in 1955 established through a bequest from this generous benefactor and trustee of the College to maintain and improve the dining hall named in her honor.

WILLIAM JOE FRIERSON RESEARCH FUND of \$3,925.

ROBERT FROST AWARD FUND of \$1,175.

PAUL LESLIE AND CAROLYN WHITE GARBER FUND of \$7,473.

AGNES RAUL GLENN FUND of \$15,010 was established in 1944 by Thomas K. Glenn of Atlanta in memory of his wife.

HARRY GOLDSMITH AND CLEIO ELIZA GREER FUND of \$8,500 was established in 1980 by Juanita Greer White '26 in memory of her parents. The income is used by the chemistry department for its special needs.

NANCY GROSECLOSE VISITING SCHOLARS FUND of \$4,005.

AMY WALDEN HARRELL FUND of \$3,000.

GEORGE P. HAYES FELLOWSHIP FUND of \$2,825.

JESSIE LAWRIE JOHNSON HICKS FUND of \$3,121.

FRED A. HOYT MEMORIAL FUND of \$25,000 was established in 1971 with a bequest from this Atlanta friend of the College. The income is used to purchase capital equipment and to enhance admissions and public relations programs.

HUMANITIES FACULTY FUND of \$482,869 was established in 1980 with gifts from alumnae and friends and with a grant from the National Endowment for the Humanities. The income is used for professional development of the faculty in the humanities.

CHARLOTTE HUNTER MEMORIAL FUND of \$1,265.

SAMUEL MARTIN INMAN FUND of \$194,953 in 1923 was established with a bequest from Jane Walker Inman of Atlanta, as a memorial to her brother who was chair of the board from 1903 to 1914.

WILLIAM RAND KENAN JR. PROFESSORSHIP OF CHEMISTRY FUND of \$500,000 was established in 1969 by the William Rand Kenan Jr. Charitable Trust to perpetuate this business leader's interest in strengthening higher education.

JAMES T. AND ELLA RATHER KIRK FUND of \$903,250 was established in 1980 through a bequest from Mary Wallace Kirk '11 of Tusculumbia, Ala., who served as a trustee of Agnes Scott for more than 60 years. The income is used to enrich the College's academic program.

WILMA ST. CLAIR HUOT KLINE FUND of \$2,300.

ELLEN DOUGLASS LEYBURN PROFESSORSHIP OF ENGLISH of \$303,519 was established in 1969 by the Board of Trustees and her friends as a memorial to this member of the Class of 1927. As professor of English and chair of the department she inspired her students during her 32 years on the Agnes Scott faculty.

ADELINE ARNOLD LORIDANS PROFESSORSHIP OF FRENCH of \$450,000 was established in 1956 by the Charles Loridans Foundation in memory of an alumna of the Institute. Her husband, Charles Loridans, was the long-time French Consular Agent in Atlanta who created the foundation.

WILLIAM MARKHAM LOWRY FUND of \$25,000 was established in 1910 by Robert J. and Emma C. Lowry of Atlanta in memory of their son. The income is used for the natural science departments.

MARY STUART MacDOUGALL MUSEUM FUND of \$2,845.

JAMES ROSS McCAIN LECTURESHIP FUND of \$31,010 was established in 1966 by the students, faculty, alumnae and friends of Agnes Scott as a memorial to the second president whose span of distinguished service to the College had been 50 years. The income is used for a series of lectures on the liberal arts and sciences as related to the religious dimensions of human life.

MICHAEL A. McDOWELL JR. FUND of \$2,110.

VIRGINIA BROWN MCKENZIE ALUMNAE HOUSE AND GARDEN ENHANCEMENT FUND of \$7,735 was established in 1985 by friends, family and classmates to honor this member of the Class of 1947 who served as Director of Alumnae Affairs from 1974 to 1985. The income is to be used for improvements for the Alumnae House and Garden.

LOUISE MCKINNEY BOOK AWARD FUND of \$1,702.

MARY ANGELA HERBIN McLENNAN MEDICAL FELLOWSHIP FUND of \$45,047 was established in 1975 by Alex McLennan,

Atlanta attorney, in memory of his mother. The income provides a grant for an Agnes Scott College graduate to attend medical school.

WALTER EDWARD McNAIR FUND of \$7,695.

MILDRED RUTHERFORD MELL LECTURE FUND of \$5,338 was established in 1960 in her honor by her College associates and other friends on her retirement as professor and chair of the economics and sociology department. During many of her 22 years at the College, she was also chair of the Lecture Committee. The income is used to bring outstanding speakers to the College.

GERALDINE MERONEY AWARD FUND of \$6,160 was established in 1982 by the Board of Trustees and friends to honor her for 16 years of service as a professor in the Department of History. The income is used to recognize a junior and senior for outstanding work in humanities courses in the College.

ELLEN WHITE AND WILLIAM WYETH NEWMAN AWARD FUND of \$2,859.

JOSEPH KYLE ORR FUND of \$21,000 was established in 1941 by the trustees as a memorial to this Atlanta business leader whose 23 years of leadership as chair of Agnes Scott's Board of Trustees saw the College attain rapid growth and recognition. The income is used to strengthen the administrative work of the College.

FRANK P. PHILLIPS FUND of \$50,000 was established in 1950 with a bequest from this friend of the College from Columbus, Miss.

MARGARET T. PHYTHIAN FUND of \$3,195.

JANEF NEWMAN PRESTON AWARD FUND of \$4,495.

CARRIE SCANDRETT FUND of \$68,754 was established in 1969 by Agnes Scott alumnae, faculty, students, administration and trustees to honor, on her retirement, this 1924 graduate who became the College's second dean of students. She served with distinction for 44 years. Many memorial gifts following her death in 1981 added to the fund. The income is used for the student affairs program.

GEORGE WASHINGTON SCOTT MEMORIAL FUND of \$29,000 was established in 1909 by Decatur citizens to strengthen the College which he had helped to establish. The income is used for one of the academic departments.

HAL AND JULIA THOMPSON SMITH FUND of \$551,657 was established in 1959 by this Agnes Scott trustee and this alumna of the Class of 1931. Mr. Smith, a prominent Atlanta business leader, was an active member of the board from 1952 to 1977 and served as its chair from 1956 to 1973.

THOMAS G. SNOW MEMORIAL FUND of \$6,000.

CHLOE STEEL VISITING PROFESSOR FUND of \$2,832.

MARY FRANCES SWEET FUND of \$184,000 was established in 1956 with a bequest from this College physician and professor of hygiene who served in these capacities from 1908 to 1937 and remained a campus resident until her death. The income is used for the College's health services.

MARY NANCY WEST THATCHER FUND of \$86,930 was established in 1962 by this member of the Class of 1915 who served as president of the Alumnae Association in 1926-27 and as an active trustee from 1947 to 1971.

LILLIAN DALE THOMAS AWARD FUND of \$2,500.

MARGRET GUTHRIE TROTTER FUND of \$2,410.

FRANCES WINSHIP WALTERS FUND of \$50,000 was established in 1943 by this generous alumna and trustee. The income is used for the operation and maintenance of the Walters Infirmary.

ANNIE LOUISE HARRISON WATERMAN PROFESSORSHIP OF THEATRE of \$100,000 was established in 1953 by this generous alumna of the Institute and trustee from 1947 to 1953.

WENDY WILLIAMS SPEAKERS FUND of \$4,040.

GEORGE WINSHIP FUND of \$10,000 was established in 1957 through a bequest from this Atlanta business leader who had served as a trustee for 25 years, 18 of which he was chairman of the board.

ROBERTA POWERS WINTER FUND of \$5,397 was established in 1974 by the Board of Trustees and her friends in honor of this member of the Class of 1927 on her retirement as the College's first Annie Louise Harrison Waterman Professor of Speech and Drama as well as department chair after 35 years of service. The income is used to bring visiting speakers from these fields to the campus.

MYRNA GOODE YOUNG LATIN AWARD FUND of \$2,200.

SCHOLARSHIP FUNDS

MARTIN J. ABNEY SCHOLARSHIP FUND of \$5,000 was established in 1975 by a bequest from Louise Abney Beach King '20 of Birmingham, Ala., as a memorial to her father.

CISSIE SPIRO AIDINOFF SCHOLARSHIP FUND of \$17,082 was established in 1984 by her classmates, friends and family as a memorial to this member of the Class of 1951 and the Board of Trustees. The income is to be used for a worthy student.

AKERS SCHOLARSHIP FUND of \$7,000 was established in 1978 through the interest of business leaders C. Scott Akers of Atlanta and John M. Akers of Gastonia, N.C.

LUCILE ALEXANDER SCHOLARSHIP FUND of \$6,706 was established in 1951 by her friends to honor this 1911 graduate who returned to her alma mater to teach first chemistry and then mathematics before she

received an advanced degree in French from Columbia University. Hers was the first graduate degree earned by an Agnes Scott alumna. She was head of the French department for 28 years before her retirement in 1948. Preference is given to students majoring in French.

LOUISA JANE ALLEN MEMORIAL FUND of \$6,146 was established in 1958 by her friends and family as a memorial to this 1956 graduate after her fatal automobile accident.

MARY VIRGINIA ALLEN SCHOLARSHIP FUND of \$4,457.

ALLEN-REINERO SCHOLARSHIP FUND of \$39,885 was established in 1984 as a combination of the Samuel Harrison Allen and Frederick Philip Reinero Funds, at the request of the family, in memory of Samuel Harrison Allen, Frederick Philip Reinero and Clara May Allen Reinero '23.

MARY McPHERSON ALSTON SCHOLARSHIP FUND of \$6,930 was established in 1960 by Dr. and Mrs. Wallace M. Alston to honor the mother of Agnes Scott's third president.

WALLACE McPHERSON ALSTON SCHOLARSHIP FUND of \$9,200 was established in 1973 by his many friends at the time of his retirement in appreciation of his distinguished service during his 25 years at Agnes Scott, 22 of which he served as president.

SARA DAVIS ALT SCHOLARSHIP FUND of \$1,600.

NEAL L. ANDERSON SCHOLARSHIP FUND of \$15,000 was established in 1976 by Ruth Anderson O'Neal '18 and her husband, Alan S. O'Neal, of Winton-Salem, N.C., as a memorial to her father, a Presbyterian minister and an Agnes Scott trustee from 1923 to 1931. Preference is given to a student majoring in Bible and religion.

ARKANSAS SCHOLARSHIP FUND of \$5,000 was established in 1962 by alumnae in that state. Preference is given to students from Arkansas.

ARMSTRONG MEMORIAL SCHOLARSHIP FUND of \$2,035.

ATLANTIC ICE AND COAL COMPANY SCHOLARSHIP FUND of \$2,500.

ATLAS FINANCE COMPANY SCHOLARSHIP FUND of \$1,100.

MARY REYNOLDS BABCOCK SCHOLARSHIP FUND of \$25,000 was established in 1964 by the Mary Reynolds Babcock Foundation of Winston-Salem. Preference is given to students from North Carolina.

CHARLOTTE BARTLETT MEMORIAL SCHOLARSHIP FUND of \$5,000 was established in 1972 by Ruby Stafford (Mrs. Charles W.) Bartlett of Tampa, Fla., in memory of her daughter of the class of 1950.

NELSON T. BEACH SCHOLARSHIP FUND of \$25,000 was established in 1954 by Louise Abney Beach '20 of Birmingham, Ala., in memory of her husband. The

Presbyterian Foundation holds \$15,000 of this amount for the College.

MARY LIVINGSTON BEATIE SCHOLARSHIP FUND of \$11,500 was established in 1950 by W.D. Beatie and Nellie Beatie in Atlanta in memory of their mother.

IDA PENNINGTON BENTON SCHOLARSHIP FUND of \$198,457 was established in 1986 by Will H. Benton of Atlanta in honor of his wife, a member of the Class of 1950.

ANNIE V. AND JOHN BERGSTROM SCHOLARSHIP FUND of \$1,000.

JULIANNE WILLIAMS BODNAR MEMORIAL SCHOLARSHIP FUND of \$6,312 was established in 1972 by her classmates and friends as a tribute to this member of the Class of 1963.

J.O. BOWEN SCHOLARSHIP FUND of \$6,000 was established by Decatur businessman J.O. Bowen.

MARTHA BOWEN SCHOLARSHIP FUND of \$1,000.

BOYD-McCORD MEMORIAL SCHOLARSHIP FUND of \$6,500 was established in 1976 with a bequest from Miss Clem Boyd as a memorial to her parents, William and Frances McCord Boyd, of Newton County, Ga.

LETTIE MacDONALD BRITTAIN SCHOLARSHIP FUND of \$22,100 was established in 1963 by Fred W. and Ida Brittain Patterson '21 of Atlanta in memory of her mother.

JUDITH BROADAWAY MEMORIAL SCHOLARSHIP FUND of \$19,588 was established in 1966 by her classmates, family and friends as a memorial to this member of the Class of 1966 who died before graduation. Preference is given to a student majoring in philosophy.

ALMA BUCHANAN BROWN SCHOLARSHIP FUND of \$33,987 was established in 1979 by her son and the Burr-Brown Foundation to honor this 1916 graduate.

CELESTE BROWN SCHOLARSHIP FUND of \$3,665.

DOROTHY DUNSTAN BROWN SCHOLARSHIP FUND of \$2,500.

ISABEL McCAIN BROWN SCHOLARSHIP FUND of \$1,525.

KIMBERLY ANN BROWN SCHOLARSHIP FUND of \$4,200.

MAUD MORROW BROWN SCHOLARSHIP FUND of \$1,500.

JOHN A. AND SALLIE BURGESS SCHOLARSHIP FUND of \$7,900 was established in 1950 by these Atlanta friends of the College.

CALDWELL MEMORIAL SCHOLARSHIP FUND of \$7,500 was established in 1960 by George E. and Lida Rivers Caldwell Wilson '10 of Charlotte in memory of her parents, the late Dr. and Mrs. John L. Caldwell.

LAURA BERRY CAMPBELL FUND of \$100,000 was established in 1964 with gifts from Mrs. John Bulow Campbell of Atlanta because of her interest in the College and its students.

ANNIE LUDLOW CANNON FUND of \$1,000.

ELLA CAREY SCHOLARSHIP FUND of \$8,550 was established in 1969 by a grateful member of the Class of 1927 to honor this maid and friend to students and faculty alike during her years of service in Main Hall. Preference is given to black students.

CAROLINAS SCHOLARSHIP FUND of \$93,497 was established in 1984 by an alumna. Preference is given to a full-time student or students in good academic standing from the Carolinas.

CAPTAIN JAMES CECIL SCHOLARSHIP FUND of \$3,000.

CHATTANOOGA ALUMNAE CLUB SCHOLARSHIP FUND of \$2,009.

DR. AND MRS. TOLBERT FANNING CHEEK SCHOLARSHIP FUND of \$1,500.

IRVIN AND ROSA L. CILLEY SCHOLARSHIP FUND of \$59,084 was established in 1964 by Melissa Cilley, a member of the Spanish department at Agnes Scott from 1930 to 1963, as a memorial to her parents. She later bequeathed her estate to the College for this fund.

CITIZENS AND SOUTHERN NATIONAL BANK SCHOLARSHIP FUND of \$25,000 was established in 1962 as a part of this bank's interest in the education of youth.

JAMES J. CLACK SCHOLARSHIP FUND of \$1,500.

CAROLINE MCKINNEY CLARKE SCHOLARSHIP FUND of \$31,125 was established in 1961 by Louise Hill Reaves '54 in honor of her mother, an alumna of the Class of 1927, a lifelong friend, neighbor and supporter of the College.

CLASS OF 1957 SCHOLARSHIP FUND of \$9,326 was established in 1962 by members of this class.

CLASS OF 1964 SCHOLARSHIP FUND of \$4,019.

CLASS OF 1965 SCHOLARSHIP FUND of \$1,174.

CLASS OF 1968 SCHOLARSHIP FUND of \$1,435.

JACK L. CLINE JR. MEMORIAL SCHOLARSHIP FUND of \$2,665.

HOWARD P. CONRAD SCHOLARSHIP FUND of \$28,000 was established in 1971 in his memory by his wife of St. Clair, Mich. Their daughter Patricia was a member of the Class of 1963.

AUGUSTA SKEEN COOPER SCHOLARSHIP FUND of \$16,675 was established in 1949 by Mr. and Mrs. Samuel Inman Cooper in honor of this member of the Class of 1917 who had stayed on at Agnes Scott to teach

chemistry for 13 years. Preference is given to students in that department.

THOMAS L. AND ANNIE SCOTT COOPER SCHOLARSHIP FUND of \$12,511 was established in 1935 through gifts from this Decatur family. Mrs. Cooper is the daughter of Colonel George W. Scott, the founder of the College.

MARY CROSSWELL CROFT MEMORIAL SCHOLARSHIP FUND of \$1,000.

LAURA BAILEY AND DAVID CUMMING SCHOLARSHIP FUND of \$1,000.

MR. AND MRS. R.B. CUNNINGHAM SCHOLARSHIP FUND of \$7,305 was established in 1950 by their family and friends in recognition of their more than 30 years of service to the College. Preference is given to students from missionary families or foreign countries, or to students interested in mission work.

SARA DARRINGTON CURCIO SCHOLARSHIP FUND of \$6,000 was established in 1985 by her sister and husband, Dr. and Mrs. Warren F. Rollins Jr., of Jacksonville, Florida, as a memorial to this member of the Class of 1929. The income is to be used for a deserving student.

MARY CHEEK DAVENPORT SCHOLARSHIP FUND of \$2,000.

ANDREWENA ROBINSON DAVIS FUND of \$1,000.

LILLIAN McPHERSON DAVIS SCHOLARSHIP FUND of \$9,870.

MARIE WILKINS DAVIS SCHOLARSHIP FUND of \$4,000.

EMILY S. DEXTER MEMORIAL SCHOLARSHIP FUND of \$1,365.

EMILY S. DEXTER SCHOLARSHIP AWARD FUND of \$10,610 was established in 1972 by Ruth Pringle Pipkin '31 of Reidsville, N.C., to recognize and honor Miss Dexter for service as a teacher of psychology at Agnes Scott from 1923 to 1955. A special committee selects the recipient from members of the rising senior class who are taking advanced courses in psychology.

S. LEONARD DOERPINGHAUS SUMMER STUDY SCHOLARSHIP FUND of \$5,247 was established in 1968 by students, colleagues and friends as a memorial to this biology professor who taught at Agnes Scott for almost 10 years before his untimely death.

BETTIE PHELPS DOUGLAS SCHOLARSHIP FUND of \$2,500.

DAVID ARTHUR DUNSEITH SCHOLARSHIP FUND of \$1,450.

GEORGIA WOOD DURHAM SCHOLARSHIP FUND of \$6,500 was established in 1938 by the late Jennie Durham Finley in memory of her mother. Preference is given to students from DeKalb County.

JAMES BALLARD DYER SCHOLARSHIP FUND of \$50,133 was established in 1949

by Drana Dyer Wilson '32 in memory of her father. Preference is given to students from Virginia or North Carolina.

INEZ NORTON EDWARDS SCHOLARSHIP FUND of \$2,350.

KATE DURR ELMORE FUND of \$25,295 was established in 1949 by Stanhope E. Elmore of Montgomery, Ala., in memory of his wife. Preference is given to Presbyterian students, particularly those from East Alabama Presbytery and other parts of the state.

KATHERINE WOLTZ FARINHOLT SCHOLARSHIP FUND of \$10,000 was established in 1983 by this member of the Class of 1933. Preference is given to students majoring in international studies.

JENNIE DURHAM FINLEY SCHOLARSHIP FUND of \$5,000 was established in 1938 by this friend of the College to assist students, preferably from DeKalb County.

MARY LOUISE FOWLER HONOR SCHOLARS FUND of \$50,000 was established in 1980 with a bequest from this graduate of the Class of 1929. The income is used for awards to Honor Scholars.

RUFUS C. AND WYNIE COLEMAN FRANKLIN MEMORIAL SCHOLARSHIP FUND of \$50,000 was established in 1978 in their honor by their daughter Marian Franklin (Mrs. Paul H.) Anderson '40 of Atlanta. The income is used for students from Emanuel County, Ga., where she was reared.

HELEN AND TED FRENCH SCHOLARSHIP FUND of \$5,000 was established in 1977 by this Atlanta member of the Class of 1974 and her husband. The income is to be used to assist Return to College students.

LOUISE SULLIVAN FRY SCHOLARSHIP FUND of \$1,000.

ALEX P. GAINES HONOR SCHOLARS FUND of \$50,000 was established in 1980 by Agnes Scott's trustees to honor this Atlanta attorney for his six years of distinguished service as chair of the board. The income is used for awards to Honor Scholars.

LEWIS McFARLAND GAINES SCHOLARSHIP FUND of \$1,300.

GALLANT-BELK SCHOLARSHIP FUND of \$1,000.

KATHLEEN HAGOOD GAMBRELL SCHOLARSHIP FUND of \$10,000 was established in 1963 by E. Smythe Gambrell of Atlanta as a living memorial to his wife who was an alumna. The award is made to an outstanding student preparing for Christian service.

IVA LESLIE AND JOHN ADAM GARBER INTERNATIONAL STUDENT SCHOLARSHIP FUND of \$10,456 was established in 1968 initially as a memorial to Mrs. Garber by her husband, Dr. John A. Garber, and her son and daughter-in-law, Dr. and Mrs. Paul Leslie Garber, of Agnes Scott. At Dr. John Garber's death in 1975

this scholarship became a memorial to him as well when further gifts from family and friends were received. The recipients must be students whose citizenship is other than that of the United States of America.

JANE ZUBER GARRISON SCHOLARSHIP FUND of \$2,275.

LESLIE JANET GAYLORD SCHOLARSHIP FUND of \$2,540.

GENERAL ELECTRIC SCHOLARSHIP FUND of \$2,000.

GENERAL MEMORIAL SCHOLARSHIP FUND of \$44,188 was established with gifts from many alumnae and friends to provide financial assistance to students.

GEORGIA CONSUMER FINANCE ASSOCIATION SCHOLARSHIP FUND of \$1,000.

M. KATHRYN GLICK SCHOLARSHIP FUND of \$13,716 was established in 1974 by the Board of Trustees along with many of her students and friends in recognition of her years as a teacher. For 28 years she was chair of the Department of Classical Languages and Literatures. Preference is given to a student in this department.

EILEEN GOBER SCHOLARSHIP FUND of \$3,475.

FRANCES GOOCH SCHOLARSHIP FUND of \$2,025.

LUCY DURHAM GOSS FUND of \$6,000 was established in 1938 by Jennie Durham Finley, a friend of the College, in honor of her niece, Lucy Durham Goss (Mrs. John H.) an alumna of the Institute.

ESTHER AND JAMES GRAFF SCHOLARSHIP FUND of \$16,327 was established in 1960 by Dr. Walter Edward McNair of Agnes Scott in honor and appreciation of Mr. and Mrs. James R. Graff.

SARAH FRANCES REID GRANT SCHOLARSHIP FUND of \$6,000 was established in 1935 by Mrs. John M. Slaton of Atlanta in honor of her mother.

KENNETH AND ANNIE LEE GREENFIELD SCHOLARSHIP FUND of \$13,275 was established in 1960 by Sallie Greenfield '56 in honor of her parents.

ROXIE HAGOPIAN SCHOLARSHIP FUND of \$1,185.

LOUISE HALE SCHOLARSHIP FUND of \$4,517.

HARRY T. HALL MEMORIAL SCHOLARSHIP FUND of \$10,000 was established in 1919 by Mr. and Mrs. W.C. Bradley of Columbus in memory of Mrs. Bradley's brother. Preference is given to students from Muscogee County, Ga.

SARAH BELLE BRODNAX HANSELL SCHOLARSHIP FUND of \$5,000 was established in 1961 by Granger Hansell of Atlanta in memory of his wife, a member of the Class of 1923.

GOLDIE HAM HANSON SCHOLARSHIP FUND of \$10,325 was established in 1981 by her daughters Ann H

Merklein '55 and Elizabeth H. Duerr '58 in memory of their mother, a member of the Class of 1919 and one of the first women physicians in Houston, Texas. Preference is given to seniors who intend to study medicine.

WEENONA WHITE HANSON MUSIC SCHOLARSHIP FUND of \$2,520.

ROMOLA DAVIS HARDY SCHOLARSHIP FUND of \$9,314 was established in 1984 by this member of the Class of 1920. Preference is to be given to Christian students from Coweta County, Georgia.

GEORGE W. HARRISON JR. SCHOLARSHIP FUND of \$18,000 was established in 1938 by a bequest from this Atlanta friend.

QUENELLE HARROLD SCHOLARSHIP FUND of \$60,463 was established originally in 1926 as a graduate fellowship by Mrs. Thomas Harrold of Americus in honor of her daughter, Mrs. Frank Sheffield, of the Class of 1923, but in 1976 it became a scholarship fund.

HARWELL-HILL SCHOLARSHIP FUND of \$10,000 was established in 1974 through a bequest from Ann Rebecca (Rebie) Harwell (Mrs. Lodowick Johnson) Hill '13 of Atlanta and is a memorial to her and her sister, Frances Grace Harwell '23.

MARGARET MCKINNON HAWLEY SCHOLARSHIP FUND of \$5,066 was established in 1940 through a bequest of Dr. F.O. Hawley of Charlotte, N.C., as a memorial to his wife, an alumna of Agnes Scott Institute.

GEORGE HAYES SCHOLARSHIP FUND of \$26,195 was established in 1981 by Dorothy Peace (Mrs. Edmund A.) Ramsaur '47 in honor of this professor emeritus and former chair of the English department.

JULIA INGRAM AND LINFORD B. HAZZARD SCHOLARSHIP FUND of \$1,607,539 was established in 1985 through a bequest of a member of the Class of 1919 and her husband, who lived in Columbus, Ga. Preference is given to physically handicapped students, or children of physically handicapped parents.

CLEO HEARON SCHOLARSHIP FUND of \$10,000 was established in 1984 by Mary Lillian Middlebrooks (Mrs. W. M.) Smeas as a memorial to Cleo Hearon, professor of history for 10 years before her death in 1928.

LOUDIE AND LOTTIE HENDRICK SCHOLARSHIP FUND of \$5,000 was established in 1935 by Lottie Hendrick of Covington, Ga., and is a memorial to these sisters.

GUSSIE PARKHURST HILL SCHOLARSHIP FUND of \$2,000.

MARGARET MITCHELL HODGES SCHOLARSHIP FUND of \$4,518.

BETTY HOLLIS SCHOLARSHIP FUND of \$1,343.

HOLLIS-OAKLEY SCHOLARSHIP FUND of \$3,515

ROBERT B. HOLT
SCHOLARSHIP FUND of \$10,891 was established in 1954 by Dr. Phillipa G. Gilchrist '23 in honor of her former professor and colleague who served as professor of chemistry at Agnes Scott for 28 years. Preference is given to students in chemistry.

NANNETTE HOPKINS
SCHOLARSHIP FUND of \$294,073 was established in 1973 by a bequest from Florence Smith (Mrs. Joseph T.) Sims '13 of Berkeley, Calif., as a memorial to Dean Hopkins for her outstanding service to Agnes Scott from 1889 to 1938. Assistance is given to promising music students.

JENNIE SENTELLE
HOUGHTON
SCHOLARSHIP FUND of \$10,400 was established in 1945 by Dr. M. E. Sentelle of Davidson, N.C., in honor of his sister. The recipient must have already attended Agnes Scott at least one year.

WADDY HAMPTON AND
MAUDE CHAPIN HUDSON
SCHOLARSHIP FUND of \$6,641 was established in 1968 by Anne Chapin Hudson (Mrs. Frank H. Jr.) Hankins '31 in memory of her parents. Preference is given to black students.

RICHARD L. HULL
SCHOLARSHIP FUND of \$3,000.

GEORGE THOMAS
HUNTER MEMORIAL
SCHOLARSHIP FUND of \$25,000 was established in 1963 by the Benwood Foundation of Chattanooga to honor its founder, a pioneer in the Coca-Cola bottling industry. The recipients are students from Chattanooga or Tennessee.

LOUISE AND FRANK
INMAN FUND of \$6,000 was established in 1951 with gifts from these Atlanta leaders. Mr. Inman was an Agnes Scott trustee for 35 years.

LOUISE REESE INMAN
SCHOLARSHIP FUND of \$3,529.

JACKSON SCHOLARSHIP
FUND of \$56,816 was established in 1953 with a bequest of Elizabeth Fuller Jackson, a member of Agnes Scott's history department for 28 years. It is a memorial to her and her parents, Charles S. and Lillian F. Jackson.

LOUISE
HOLLINGSWORTH
JACKSON SCHOLARSHIP
FUND of \$8,020 was established in 1965 by Mr. and Mrs. Charles Jackson of Fayetteville, Ga., to honor Mrs. Jackson, a member of the Class of 1932.

LAURIE STUBBS JOHNS
SCHOLARSHIP FUND of \$45,153 was established in 1985 by this late member of the Class of 1922. Preference is given to applicants and students from DeKalb County.

ANN WORTHY JOHNSON
SCHOLARSHIP FUND of \$6,185 was established in 1971 by Agnes Scott alumnae and other friends in memory of this member of the class of 1938 and in appreciation of her leadership as director of alumnae affairs at Agnes Scott for 16 years.

GUSSIE O'NEAL AND
LEWIS H. JOHNSON
SCHOLARSHIP FUND of \$5,000 was established in 1973 with a bequest from this member of Agnes Scott's music department for 40 years. With his wife, a former student of the Class of 1911, he developed the voice section of the department.

THE CLASS OF 1936
SCHOLARSHIP FUND of \$11,438 was established in 1984 by an anonymous member of that class.

JONES-RANSONE
MEMORIAL SCHOLARSHIP
FUND of \$1,000.

ANNICE HAWKINS
KENAN SCHOLARSHIP
FUND of \$50,000 was established in 1969 by a grant from the Sarah Graham Kenan Foundation of Chapel Hill, N.C., in memory of this early alumna of Agnes Scott. Preference is given to students from the Atlanta area or from North Carolina who intend to teach.

ANNIE GRAHAM KING
SCHOLARSHIP FUND of \$6,000 was established in 1970 with a bequest from this member of the class of 1906 and with a memorial gift from Mr. and Mrs. James A. Minter Jr. of Tyler, Ala.

MARTIN LUTHER KING
JR. SCHOLARSHIP FUND of \$9,575 was established in 1968 by gifts from students, faculty and friends to provide financial assistance to black students.

MARY ELISABETH
TRABERT KONTZ
SCHOLARSHIP FUND of \$1,005.

A.M. AND AUGUSTA R.
LAMBDIN SCHOLARSHIP
FUND of \$2,200.

LANIER BROTHERS
SCHOLARSHIP FUND of \$4,540.

TED AND ETHEL LANIER
SCHOLARSHIP FUND of \$1,000.

HARRIETT HAYNES LAPP
SCHOLARSHIP FUND of \$2,015.

KATE STRATTON LEEDY
SCHOLARSHIP FUND of \$1,000.

RUTH LEROY MEMORIAL
SCHOLARSHIP FUND of \$5,890 was established in 1961 by her parents, Mr. and Mrs. W. Leroy, of Waynesboro, Georgia, and by friends of this 1960 graduate.

LINDSEY SCHOLARSHIP
FUND of \$7,000 was established in 1923 by Mr. and Mrs. Dennis Lindsey of Decatur. Preference is given to students from metropolitan Atlanta.

EDWARD H. LITTLE
SCHOLARSHIP FUND of \$12,500 was established in 1982 through a bequest from this former American business leader. His niece Helen Boyd McConnell was a member of the Class of 1934.

HELEN BURK
LONGSHORE
SCHOLARSHIP FUND of \$73,370 was established in 1977 through a bequest from this aunt of Jackie Pfarr (Mrs. D.S.) Michael '53 of Ridgewood, N.J., whose daughter Susan was a member of the Class of 1974.

J. SPENCER LOVE
MEMORIAL SCHOLARSHIP
FUND of \$28,000 was established in 1962 by his wife, the former Martha Eskridge '33, who was Mrs. Nathan M. Ayers of Greensboro, N.C.

CAPTAIN AND MRS. JOHN
DOUGLAS MALLOY
SCHOLARSHIP FUND of \$3,500.

MAPLEWOOD INSTITUTE
MEMORIAL SCHOLARSHIP
FUND of \$2,500.

VOLINA BUTLER AND B.
FRANK MARKERT
SCHOLARSHIP FUND of \$3,525.

NANNIE R. MASSIE
MEMORIAL SCHOLARSHIP
FUND of \$2,000.

PAULINE MARTIN
McCAIN MEMORIAL
SCHOLARSHIP FUND of \$15,774 was established in 1954 by friends of the wife of Dr. James Ross McCain, the second president of the College.

ALICE McINTOSH
MEMORIAL SCHOLARSHIP
FUND of \$3,930.

McKOWEN-TAYLOR
SCHOLARSHIP FUND of \$5,025 was established in 1949 and is a memorial for Sarah Pipes McKowen and her daughter May McKowen (Mrs. B.B.) Taylor '06 of Baton Rouge. Mrs. Taylor is the mother of Jane (Mrs. Edward S.) White '42 of Atlanta. The income is used for scholarship assistance.

MARY STEWART McLEOD
SCHOLARSHIP FUND of \$1,000.

LAWRENCE McNEIL
SCHOLARSHIP FUND of \$1,100.

HYTA PLOWDEN
MEDERER SCHOLARSHIP
FUND of \$11,500 was established in 1962 by this alumna of the Class of 1934, Mrs. Leonard John Mederer, of Valdosta, Ga.

MARY DONNELLY
MEEHAN SCHOLARSHIP
FUND of \$1,000.

JACQUELINE PFARR
MICHAEL SCHOLARSHIP
FUND of \$1,000.

G. EVERETT MILLICAN
SCHOLARSHIP FUND of \$3,448 was established in 1967 by this Atlanta leader and friend of Agnes Scott.

MILLS MEMORIAL
SCHOLARSHIP FUND of \$1,000.

JAMES A. AND
MARGARET BROWNING
MINTER SCHOLARSHIP
FUND of \$22,500 was established in 1963 by their son, James A. Minter Jr. of Tyler, Ala., an active trustee of Agnes Scott from 1959 to 1978.

CHARLOTTE JACKSON
MITCHELL SCHOLARSHIP
FUND of \$5,000 was established in 1956 by James Jackson of Memphis, Tenn., in memory of his sister, a member of the Class of 1914. Preference is given to students who are ministers' daughters.

WILLIAM A. MOORE
SCHOLARSHIP FUND of \$5,000 was established in 1892 from a bequest in his will. This leading Atlantan provided the College's first endowed scholarship. Preference is given to students whose parents are Presbyterians.

JOHN MORRISON
MEMORIAL SCHOLARSHIP
FUND of \$3,000.

MARGARET FALKINBURG
MYERS SCHOLARSHIP
FUND of \$5,000 was established in 1971 by Mrs. Arthur W. Falkinburg of Atlanta in memory of her daughter, a member of the Class of 1941.

LILLIAN WHITE NASH
AND LETITIA ROCKMORE
NASH SCHOLARSHIP
FUND of \$11,000 was established in 1985 by Franklin Nash of Atlanta honoring his late wife, Lillian White '28 and his present wife, Letitia Rockmore '33.

ELKAN NAUMBERG
MUSIC SCHOLARSHIP
FUND of \$2,000.

NEW ORLEANS ALUMNAE
CLUB SCHOLARSHIP
FUND of \$7,553 was established in 1955 by members of this Agnes Scott group. Preference is given to students from that area.

JANET NEWTON
SCHOLARSHIP FUND of \$1,500.

MARYELLEN HARVEY
NEWTON SCHOLARSHIP
FUND of \$13,815 was established in 1972 by her husband, Henry Edgar Newton, of Decatur, to honor this member of the Class of 1916 and other members of their family who are alumnae: Jane Anne Newton Marquess '46, Martha Reese Newton Smith '49 and Anne Marquess Camp '70.

KATHERINE TAIT
OMWAKE SCHOLARSHIP
FUND of \$2,000.

RUTH ANDERSON
O'NEAL SCHOLARSHIP
FUND of \$25,000 was established in 1962 by her husband, Alan S. O'Neal, of Winston-Salem, N.C., to honor this leader of the Class of 1918 who served as president of the College YWCA. Preference is given to students majoring in Bible.

MARIE SCOTT O'NEILL
SCHOLARSHIP FUND of \$12,315 was established in 1978 by a bequest from this member of the Class of 1942 from Atlanta. She was a great-granddaughter of Colonel George W. Scott, the founder of the College.

ELIZABETH ROBERTS
PANCAKE SCHOLARSHIP
FUND of \$1,040.

WINGFIELD ELLIS
PARKER MEMORIAL
SCHOLARSHIP FUND of \$7,284 was established in 1970 by her parents, William Douglas and Frances Tennent Ellis '25, and her husband, Richard K. Parker, all of Atlanta. Preference is given to students majoring in English or Bible.

JOHN H. PATTON
SCHOLARSHIP FUND of \$4,000.

LILLIAN GERTRUDE
PATTON LATIN
SCHOLARSHIP FUND of \$10,000 was established in 1979 by her sister, Bess Patton, of Chattanooga, Tenn. The award honors this 1920 Agnes Scott graduate for her untiring devotion to the Latin language and for her 49 years of distinguished and dedicated teaching of this language. The scholarship is awarded on the

basis of financial need and for excellence in Latin.

PAULEY SCHOLARSHIP
FUND of \$1,000.

BARBARA MURLIN
PENDLETON
SCHOLARSHIP FUND of \$2,608.

MARVIN B. PERRY JR.
HONOR SCHOLARS FUND of \$500,000 was established in 1982 by the Board of Trustees to honor Agnes Scott's fourth president at the time of his retirement after nine years of distinguished service to the College. The income is to be used for the Honor Scholars Program.

MILDRED LOVE PETTY
SCHOLARSHIP FUND of \$4,363.

MARY NOBLE PHELPS
SCHOLARSHIP FUND of \$10,000 was established in 1974 by her mother, Mrs. A.M. Noble, of Smithfield, N.C., in memory of her daughter, a member of the Class of 1938.

WALTER B. POSEY
SCHOLARSHIP FUND of \$26,060 was established in 1981 by Dorothy Peace (Mrs. Edmund A.) Ramsaur '47 in honor of this professor emeritus and former chair of the history and political science department.

ANNIE S. WILEY PRESTON
SCHOLARSHIP FUND of \$20,799 was established in 1986 by a non-graduate of the Institute and late resident of Decatur, who earmarked these funds for deserving students.

COLONEL JOSEPH B.
PRESTON MEMORIAL
SCHOLARSHIP FUND of \$1,000.

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SCHOLARSHIP FUND of \$47,537 was established in 1960 by this alumna of the Class of 1929 who has been active in promoting the College and has been an Agnes Scott trustee emerita since 1979.

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SCOTTDAL MILLS SCHOLARSHIP FUND of \$7,010 was established in 1962 to provide financial assistance for the daughters of missionaries.

MARY SCOTT SCULLY SCHOLARSHIP FUND of \$11,409 was established in 1942 by C. Alison Scully of Philadelphia, Penn., in memory of his mother, a granddaughter of the Agnes Scott for whom the College was named. The award is made to a student who has completed at least one year at the College.

MARY BONEY SHEATS BIBLE SCHOLARSHIP FUND of \$7,073 was established in 1973 by her family and friends in recognition of her service as professor of Bible at Agnes Scott and as a leader in the Presbyterian Church. The award is given to a student majoring in Bible and religion.

MARY D. SHEPPARD MEMORIAL SCHOLARSHIP FUND of \$2,500.

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WARD E. SHUMAKER SCHOLARSHIP FUND of \$1,000.

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SLACK SCHOLARSHIP FUND of \$8,663 was established in 1953 by Searcy B. and Julia Pratt Smith Slack '12 of Decatur in recognition of their daughters Ruth S. Roach '40, Eugenia S. Morse '41 and Julia S. Hunter '45.

FLORENCE E. SMITH HONOR SCHOLARS FUND of \$140,050 was established in 1979 with a bequest from this former professor who had been a member of the history department for 36 years. The income is used for awards to Honor Scholars.

HAL L. SMITH HONOR SCHOLARS FUND of \$50,000 was established in 1980 by Agnes Scott's trustees to honor this Atlanta business leader for his 17 years of distinguished service as chair of the board. The income is used for awards to Honor Scholars.

LILLIAN SMITH SCHOLARSHIP FUND of \$2,000.

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ANNE AND ALBERT SPIVEY SCHOLARSHIP FUND of \$5,050 was established in 1984 by Brooks Spivey Creedy of Arlington, Vermont, member of the Class of 1937, as a memorial to her parents. The income is to be used for Black or Hispanic students, with preference to be given to students enrolled in the Return to College Program.

LAURA MAYES STEELE HONOR SCHOLARS FUND of \$159,567 was established in 1977 from the estate of this member of the Class of 1937 who served the College for 40 years, first as secretary to the president and later as registrar and director of admissions. The income is used for awards to Honor Scholars.

CAROLYN STROZIER SCHOLARSHIP FUND of \$22,765 was established in 1979 by her mother and friends as a memorial to this member of the Class of 1941 who had been active in the Alumnae Association while on the staff at Rich's.

FRANCES GILLILAND STUKES AND MARJORIE STUKES STRICKLAND SCHOLARSHIP FUND of \$15,756 was established in 1962 by Dean Emeritus Samuel Guerry Stukes. The scholarship honors his wife, '24, and daughter, '51.

SAMUEL GUERRY STUKES SCHOLARSHIP FUND of \$21,260 was established in 1957 by the Board of Trustees to honor Dean Stukes upon his retirement after 44 years of distinguished service as a faculty member. He also served as an active trustee from 1944 to 1971. The income is used for awards to the three Stukes Scholars, the students who rank first academically in each of the rising sophomore, junior and senior classes.

FLETCHER E. AND LYDA JAMES SWANN AND OLIVIA SWANN WARD SCHOLARSHIP FUND of \$6,000 was established in 1985 by the transfer of funds from the Olivia Ward Swann Annuity Funds at her death, as a memorial to her parents and aunt. Preference is given to blood descendants of those in whose memory the fund is established.

JODELE TANNER SCHOLARSHIP FUND of \$2,195.

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HENRY CALHOUN AND SUSAN WINGFIELD TENNENT SCHOLARSHIP FUND of \$4,093.

MARY WEST THATCHER SCHOLARSHIP FUND of \$86,028 was established in 1954 by this 1915 graduate whose service to the College included president of the

Alumnae Association in 1926-27 and an active trustee from 1947 to 1971. Preference is given to Christian students from other countries and to other students preparing for Christian service.

BENJAMIN FRANKLIN AND OLIVE BOURNE THOMAS SCHOLARSHIP FUND of \$79,233 was established in 1984 with a bequest from Mary Olive Thomas, member of the Class of 1942, as a memorial to her parents. The income is to be used for outstanding seniors who will continue their studies in either medicine or English.

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SAMUEL PIERCE THOMPSON SCHOLARSHIP FUND of \$5,000 was established in 1933 by his wife as a memorial to this resident of Covington, Ga. Their daughter Julia (Mrs. Count D.) Gibson was a 1911 graduate.

HENRY CLAUDE TOWNSEND MEMORIAL SCHOLARSHIP FUND of \$5,000 was established in 1920 by his wife, Nell Towers Townsend, of Anderson, S.C. Preference is given to students who plan to be missionaries.

ELIZABETH CLARKSON TULL MEMORIAL SCHOLARSHIP FUND of \$65,000 was established in 1959 by Joseph M. Tull of Atlanta in memory of his wife to assist students selected on the basis of Christian character, ability and need.

JOSEPH M. TULL MEMORIAL SCHOLARSHIP FUND of \$65,000 was established in 1964 by the J.M. Tull Foundation to honor this outstanding business, church and civic leader of Atlanta and to assist students worthy of Agnes Scott's ideals.

KATE HIGGS VAUGHAN FUND of \$134,726 was established in 1975 through a bequest from this member of the Class of 1924. The income is used annually for the Wilson Asbury Higgs Mathematics Scholarship and the Emma Baugh Music Scholarship as memorials to her father and mother. When more income is available, it is used to fund additional memorial scholarships.

WACHENDORFF SCHOLARSHIP of \$1,000.

GEORGE C. WALTERS MEMORIAL SCHOLARSHIP FUND of \$5,000 was established in 1920 by his wife, Frances Winship Walters, an Agnes Scott alumna, trustee and benefactor.

ANNIE DODD WARREN SCHOLARSHIP FUND of \$106,943 was established in 1961 by Dr. and Mrs. William C. Warren Jr. of Atlanta in honor of his mother.

FERDINAND WARREN SCHOLARSHIP FUND of \$2,590.

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stayed up, quizzed each other, and made popcorn. The only difference is that I went to sleep after the popcorn and they stayed up and studied some more."

Today Little doesn't blink at what she considers "basic life skills." She credits her experience as a student at Agnes Scott for allowing her the freedom to discover her competency. "I hope that through my experiences I have taught my sons that although I may not be able to do everything in the world, I can certainly try to do everything."

Chairs are set up under sweeping magnolia trees. The last note of the processional march rings out over the crowd as seniors prepare to walk across the stage one by one as their names are called over the loudspeaker. It's June, and the weather is perfect for Agnes Scott's 97th commencement.

The voice calls Karen Green-Grantham. Spontaneous, overwhelming applause follows her name. Fellow seniors give her a standing ovation.

She is 38-years-old and began at Agnes Scott in 1981 as a part-time student. Many RTC's elect to begin this way, taking one or two courses per semester. Throughout her career as a student, Green-Grantham was employed as a senior resident in a dorm. "Miss G," as she is affectionately called, never had a problem interacting with or relating to traditional students. Of the age difference she says simply, "It never bothered me."

"I think it's because I didn't think about the age difference," she explains. If there is a generational gap, she says, it's "only on an individual basis and has to do with the personality of the RTC or the [younger] women in their classes."

Green-Grantham was living and working at Spelman College in Atlanta when she attended an AAUW booksale and met an Agnes



Karen Green-Grantham '86

Scott alumna there. The woman gave her a Return to College brochure. Green-Grantham slipped it in her book and didn't find it until two months later.

She called the College and spoke with Mildred Love Petty '61, who was then working with the program. She told Petty that she wanted to work while going back to school, but if circumstances prohibited that, she was ready to investigate attending full time.

She didn't have to do that. A job as a senior resident was opening up and she was able to work and take as many classes as her schedule allowed. The former psychology major now has a new job on campus: director of student activities and housing, another position that opened up at just the right time for her. She is enjoying the position but says, "I am toying with the idea that I can't stop here. I am looking at graduate school, either in counseling at Georgia State or seminary school."

For Barbara Dudley, another 1986 graduate, the value of Agnes Scott is that students can combine several different interests into one major.

Dudley arrived at Agnes Scott in January 1984 with 10 years' experience at a local bank. Like Green-

Grantham, she started part time — taking only two courses. She gave herself two quarters, then increased her load to full time. She graduated with a degree in art history and English literature in June.

Today Dudley is working on a research project for the Atlanta Historical Society. Her job is a volunteer one, but she feels the experience she is gaining will be a stepping stone to a paid position in her field.

"Right now I'm doing everything I wanted to do," she says. Graduation was a beginning rather than an end for her, whose long-term goals include graduate school.

She enjoyed her interaction with traditional students at Agnes Scott. "Age doesn't make a difference anymore. I like people the way they are." This 47-year-old does admit she thought it would be hard to be a friend to 18-year-olds "when you're their mothers' age," but notes: "I didn't think we would have anything in common; but I found that was not true."

Coming from Dekalb College, where she received an associate's degree, Louise Bailey began Agnes Scott as a junior. Discovering she could get additional financial aid if she took a full load, Bailey jumped in with both feet.

She spent the whole first quarter waiting for something terrible to happen, she says, taking school one day at a time. She made it through her first test; then her first mid-term; and finally her first exam; and the "boom never fell."

After graduating with degree in English literature in 1984, Bailey took a job as a legal assistant until her last child finished college. Now, two years later, she is ready to return to the classroom and receive certification to teach. Like Dudley, she is looking ahead to graduate school. She plans to teach for a year or two until she decides on the focus of her study.



Linda Florence with her children: John, 8; Robyn, 4; and Jodi, 16. She works in the Admissions Office and attends classes part time.

These four women represent typical Agnes Scott Return to College students. Each is unique, yet a common theme runs through each of their stories. It is their thirst for knowledge, their striving for personal excellence, and their commitment to a quality education.

Over the past three years, the RTC population has grown from 25 to almost 70. The program celebrated its official 10th anniversary in May, although Agnes Scott has been admitting non-traditional students since as early as the 1930s.

Marilynn Mallory started as part-time director of the RTC program in 1983. After a year the program expanded so much that her job grew into a full-time one.

Of the 68 enrolled RTCs, says Mallory, 50 percent work; 50 percent have children under the age of 18; and 30 percent have small children, work, and go to school. The overall RTC grade point average is 3.0

"These women are bright, intelligent, and motivated," says Mallory. "They have a passion for life."

An invitation mailed out this summer to prospective Return to College students captures the determined spirit of the women who choose the program. On the front is a pen and ink drawing of a woman standing on her toes, with one arm raised, ready to take off. Underneath, the words read, "On your mark . . . Get Set . . . Grow." See you at the starting line. ♦

Linda Florence is a 35-year-old mother of three who works in the Admissions Office in addition to attending school. She writes: "Four years ago I enrolled at Agnes Scott as a Return to College student. I told my children I was going to be a RTC, and they wanted to know why I joined the Army. Today I am halfway through my junior year. In five more semesters I will walk across the platform and receive my degree. Determined? You bet."

This article is adapted from an article by Florence which appeared in *The Dekalb News/Sun*.

Photographs by Gabriel Benzur
Interior settings by Jova/Daniels/Busby Architects



Jewels in the Crown

**Restored to their former grandeur,
Agnes and Rebekah Scott Halls are filled with new treasures.**

By Stacey Noiles

The oldest buildings on Agnes Scott's campus now have become the newest. The photographs on these pages show the culmination of a yearlong effort, a partnership of designers, architects and contractors working to restore Agnes and Rebekah Scott Halls to their former elegance. Elegant they are — lovely to look at, to live in, to work in.

When Agnes Scott Hall was built in 1891, it epitomized luxurious college living. It contained electric lights, steam heat, hot and cold

running water and sanitary plumbing. Its original cost was \$82,500, some \$12,500 more than its companion hall, which was built in 1905.

Their combined renovation cost \$2.6 million. As with Inman Hall's renovation, much of the furniture was given by alumnae. A great deal of furniture came from the Julia Ingram and Linford B. Hazzard estate, which was left to the College this year. Julia Ingram Hazzard was a member of the Class of 1919. Their bequest also enabled the College to furnish many

of the parlor rooms with curios and other finishing touches.

According to Vice President for Business and Finance Gerald O. Whittington, the approach to renovating Main and Rebekah differed from that of Inman. "We decided to renovate the character of the facilities with wood furniture and chandeliers. They're not as dressed as Inman."

"[Before its renovation] Inman was your basic residence hall," explained Whittington. "Because



The McKinney Parlor is the room most evocative of the Victorian period. It has darker tones than other, more brightly painted rooms in Main. Much of the furniture comes from the Hazzard estate.

Main originally had a multipurpose use (it housed student rooms, administrative and faculty offices, as well as classrooms during the early years of the College), it is less uniform and has more interesting nooks and crannies. It's got that hexagonal tower. Rebekah has columns as its main feature. We had to dress up Inman more."

Much of Inman's dressed look comes from its Victorian print wallpaper. The interior designers, led by Henri Jova of Jova/Daniels/Busby Architects, chose a different route for Main and Rebekah.

"The dorms were in bad condition as far as the walls and the trim," said Nancy Boyer, the project manager for Jova/Daniels/Busby. "We painted them to bring out the trim. We did the trim in contrasting colors.

"We tried to pick fabrics and colors of the Victorian period," said Boyer. "We had already done research on it for another project. However, it's



An alcove in Rebekah's lobby. The mirror was found in a storage room under the dining hall, restored and regilded. The Jacobean chair is a gift of Nelle Chamlee Howard '34.

hard to find fabrics that will withstand the wear of dormitory use, but are also of that period.

"We also tried very hard not to make it look decorated. President Schmidt had asked that [all the rooms] not look alike, that each room be unique," she explained. They chose to paint the ceilings to add interest to the rooms. A subtle mauve tints the ceiling in Rebekah's reception hall, while its main lobby ceiling is painted lilac. To further enhance the period look of the buildings, Boyer and Michi Newman, the project designer, selected Victorian lighting fixtures that would reflect onto the ceilings yet cast a great deal of light.

One concession that they did not make to the Victorian era was window treatments. Although that period is known for heavy, dark draperies, Boyer and Newman chose minimal, draped swags for all the parlor rooms and offices to allow more light to enter.

Frances Garrett's labor of love

Because Frances Steele Garrett '37 lived in Rebekah Scott Hall for part of her undergraduate career at Agnes Scott, she takes particular delight in working with the designers and alumnae board to acquire furniture for Agnes and Rebekah Scott Halls' renovations. "Those two buildings have a very special place with me," she says.

Garrett and Alumnae Acquisitions Committee members Dot Travis Joyner '41 and Julia Thompson Smith '31 gave the donated furniture to Nancy Boyer and Michi Newman of Jova/Daniels/Busby Architects, who planned the color scheme for the dormitories. "Once I got the furniture to them, they saw that it was restored," said Garrett. "Most of these [pieces] have been in an attic or basement and need a lot of help."

The College's appeal to alumnae for furnishings garnered an excellent response. Donations came from as



A view from the president's office into the adjacent waiting area. Below the portrait of Agnes Scott sits a chest from the Hazzard estate. Julia Ingram Hazzard was a member of the Class of 1919 and taught briefly at Agnes Scott.

far as North Carolina, Tennessee, South Carolina and Louisiana, said Garrett. "We have emphasized that if one has anything one cherishes, we would want it—rugs, lamps, mirrors," she noted. "We want to make people understand that we will take care of

and will display the pieces so that many, many people will enjoy them."

Garrett said that the College plans to acknowledge each of the gifts with brass nameplates identifying the donor and her class.

None of the original windows remain, but design specifications called for exact replicas. Said the College's business manager, Terry Maddox, "The subcontractor told us that they had to measure each window [in Main and Rebekah]." Combined, there were about 28 different sizes in the two buildings.

The largest office space that Jova/Daniels/Busby had to work with was the Admissions Office, located in Rebekah. Because, according to Newman, "they have computer equipment and the spaces have to function," a series of mini-walls or partitions were constructed down the middle of the room. The partitions are painted teal with beige cornices. They hide computer equipment and give privacy to the secretaries.

Admissions looks more contemporary than the rest of the offices. This is due partly to the wall-to-wall carpeting, which Boyer said was installed to reduce noise.



The two Georgian sofas in Rebekah's lobby are gifts of Florrie Guy Funk '41. Colored ceilings add interest to the room.

The ceilings in Admissions and Main's McKinney Parlor are constructed of tin, a building material commonly used at the turn-of-the-century. Bailey and Associates, the architects in charge of structural renovation, chose wherever possible to keep the tinned ceilings as they are evocative of the building's history. "They had to tear up lots of the ceiling space for wiring, though," noted Terry Maddox.

Sometimes, however, the same period features that add charm to a room can be the biggest headaches for the interior designer. Newman and Boyer both groaned when recalling their attempt to make Rebekah's reception room appear symmetrical. Pilasters, rectangular boxes extending from the walls and ceiling, were constructed of sheet rock to hide the heating and air-conditioning units. Aligning the pilasters with existing columns and beams enough to deceive the naked eye was no small task. ♦



◀ The "window room" on third floor Main was converted into a lounge. The vivid color on the walls works well only with lots of light, says Jova/Daniels' Nancy Boyer. (Area rug courtesy of Sharian Rugs of Decatur.)

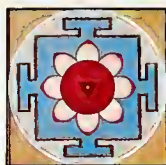


◀ The sofa seen full view was donated by Jura Taffar Cole '32, nearly identical to one the College owned. Tinned ceilings were common turn-of-the-century design elements.

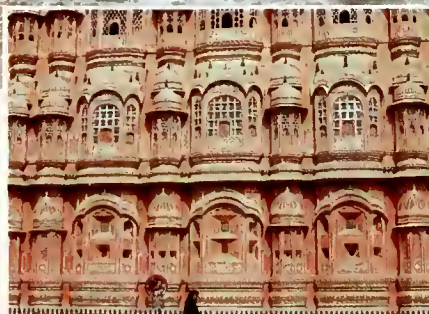
The author would like to thank Frances Steele Garrett '37, who contributed invaluable assistance in researching this article.



Rebekah's reception hall sports chairs donated by Trust Company Bank. The drape of the swags echoes the arched patterns of the windows, exact replicas of the original panes. Pilasters were extended from the walls and ceiling to hide heating units and make the room appear symmetrical.



Discover India, Discover Yourself



*A street in the Nepalese village of Thimi.
Inset: A wall of the old city in Jaipur, India.*

The Agnes Scott students who chose to go on the Global Awareness Program to India last summer wanted to learn about India. They spent three weeks of intensive classroom study and field trips in and around Bombay and Madras; then they spent two more weeks touring major areas of India and Nepal. The group was taught by Charles A. Dana Professor of History Penny Campbell and Associate Professor of Sociology Connie Jones, both familiar with India from earlier visits and study.

Accommodations ranged from modern hotels to a government tourist bungalow; students also visited rural homes of traditional Indian families.

Summer heat, monsoon rains, heavy academic workloads, fast-paced days, strange food, and the

contrast of dire poverty and incredible richness took a toll. With few exceptions, the students saw those weeks in India and Nepal as some of the toughest in their lives. They say they came back changed and that they are grateful.

"It is without question the less traditional, less conventional knowledge that I have gained that is by far the most valuable. It is also the knowledge that is the least tangible and

the most difficult to describe.

"I was shocked and horrified by the disease and the poverty about which I had only read or seen pictures. I had never grasped the reality of it, the vastness of it, or how slim are the chances of escape from such a perpetual state. I was overwhelmed by feelings of futility and compassion, wondering so often how it is that I find myself living so secluded a life and in such comparative opulence. I hope that I never lose my sense of amazement of seeing not only looks of determination on [the people's] faces, but smiles as well, in spite of hardships and adversities which I can only begin to conceive.

"I found, at times, an incredible inability to cope with tiredness, sickness, and sadness. My tolerance level for cultural differences and

Photographs by Sharon Core

language barriers became increasingly shorter. Much to my dismay, I found myself longing for that which was cushy and familiar . . . The range of emotions that I felt and the sights both horrifying and beautiful were more than I had ever imagined.

"I have seen more than most people would have the opportunity to, and I have seen more than some people would care to. I am becoming increasingly grateful for having had this eye-opening, very gut-wrenching, very enlightening experience."
—Bridget Cunningham '88

"Personal growth is sometimes painful. I had a very painful summer in India. But I wouldn't trade it for anything, nor would I change the process by which it occurred."—Geraldine Crandall, Return to College student

"I will read the newspaper in a different way," wrote one student in an evaluation of the program. Another student wrote, "An Indian woman told me, 'The classroom is theory, this is reality.'"

"The professors' friends and acquaintances treated us like family and went to extreme measures to see to our comfort and enjoyment. The Indian people possess a faith in God and acceptance and goodwill toward others . . . difficult to match anywhere."—Janet Nabors, Return to College student

"All of India can be read about in a book, but the experiences I acquired firsthand will have an impact on me for the rest of my life," wrote another student. "I know what nonalignment means from an Indian's point of view . . ."

"My trip has made me much more aware of the world around me and has caused me to rethink and reassess my values and goals. We must all be made aware of the other people of the world and of their hopes and sorrows.

"Even the more modern women of India live in standards where equality is not even a question. For example, every time we would go to the front desk of the hotel, if a man came up



CONNIE JONES



Students celebrated America's Fourth of July holiday with sparklers and fireworks in Madras, India. A hotel towel became their homemade American flag, complete with 50 stars.

Villagers in Indra Nagar, outside Madras, get relatively clean water from this well. Unclean water keeps much of India plagued by disease.



This Buddhist center in Bombay provides day care for children of untouchables.



A dyemaker earns her living in Nepal.

after us, that did not matter. We were dropped, and the man was helped first. When we would go to villages, the men's opinion always mattered and the women either did not have one or it mattered little."
—Karen Youngner '87

"I realized how divided America is: The wealthy are here, the poor there. I'd walk down the streets of India and think, 'Where are our poor in America?' We do have street people. Not to the degree that India has, but we hide a lot of the poverty and the bad things that we don't want to see. There's a song that Phil Collins does, that talks about how we want to turn it off, we want to shut it out, close the doors to all the starving faces, all the economic problems, the political corruption, but you can't. Because it's always there. And no matter how you go through your life, there are poor still starving. Someone is dying because of a war. And I hope I always remember that, and I hope I never forget those faces I saw and the people I met.

"I can really appreciate what the Indian people are doing, trying to build an economic base that is going to last, that is theirs.

"We talk about the Third World. Go live in it for a month."—Elizabeth Buck '87 ◇



The lush land of Nepal brought welcome relief from the monsoon heat and city streets of India.



Varanasi, on the river Ganges, draws many Hindu pilgrims to its banks. In Hindu tradition, those who die in Varanasi and are cremated there are freed from the cycle of rebirth to enter paradise.

This image of Buddha near Varanasi is an important shrine for Tibetan Buddhists who have taken refuge in India since Tibet was reclaimed by China.



"The Taj Mahal is the most magnificent thing I have ever seen.

"The Taj was built by the Mogul ruler Shah Jahan in memory of his wife Mumtaz Mahal. He was heartbroken when she died in childbirth after producing 14 children in their 17 years of marriage. The Taj has been described as the most extravagant monument ever built for love.

"The detail of the Taj is astounding. Although the designs look like they have been painted on, don't let it fool you. All the designs are inlays of semiprecious stones."

— Sharon Core '85



Agnes Scott loses two who made a difference: John A. Sibley

John A. Sibley, trustee emeritus, and member of the board from 1936-1972 died on Oct. 25. He was 98 years old.

Considered by many to be the savior of Georgia's public education system during the turbulent civil rights era, Sibley chaired the 1960 Sibley Commission. It was created by then-Gov. Ernest Vandiver in the aftermath of the Supreme Court's 1954 decision to desegregate public schools.

Sibley was born on Jan. 4, 1888 in Milledgeville, Ga., to a farmer and his wife. He attended Georgia Military Academy there and graduated in 1911 from the University of Georgia with a law degree.

He returned to Milledgeville to practice law and married Nettie Whitaker in 1914. They had three children. That same year, he was appointed judge of the Baldwin County Court by Gov. John M. Stanton.

When Atlantan Hughes Spalding invited Sibley to join the family law firm, King & Spalding, he accepted. Almost immediately the young lawyer became embroiled in a lawsuit between the Coca-Cola Co. and its independent bottlers. They sued the company to keep syrup prices at levels specified in their contracts, although sugar prices were escalating at that time. They compromised and Sibley's career took off.

He became a lawyer for Coca-Cola and moved to Delaware, where the corporate offices were then located. As their attorney, he was involved in trademark litigation against Pepsi and Nehi, maker of Royal Crown Cola.

Three years after his first wife died in a car accident in



1934, Sibley married Barbara Sanford Thayer. They had four children.

The Sibleys moved back to Atlanta in 1942, where he rejoined King & Spalding. His connection with Coca-Cola was not broken. He became legal counsel to Trust Company Bank, whose president was Coca-Cola owner Ernest Woodruff.

In 1942 when the bank faced the impending deaths of both its chairman and president, Sibley took over both responsibilities.

Under his stewardship the bank increased deposits from \$104 million to \$258 million. He held the presidency until 1948, was chairman until 1959 and was named honorary chairman for life in 1963.

It was his role as chairman of the General Assembly Committee on Schools — or Sibley Commission — for which he will be remembered most in the state of Georgia.

At the commission's first meeting in February 1960

Sibley stated, "We're here because . . . state laws are in conflict with the ruling of the Supreme Court of the United States . . . regardless of whether we like it or not.

"You're faced with the problem of whether or not . . . to abolish public education, or . . . change some of your laws. If you abolish education, you face a very turbulent situation. If the federal courts get hold of the education system . . . you could also face a very turbulent situation."

The commission diffused tension by allowing angry constituents to vent their wrath during a series of hearings in 10 Georgia congressional districts. They used straw polls in each of the districts to obtain broader public opinion.

Although the vast majority of the state's white citizens favored segregation, the commission found that the state "must recognize that the [Supreme Court] decision

exists; that it is binding on the lower federal courts; and that it will be enforced." On the commission's recommendation, U.S. District Judge Frank A. Hooper set September 1961 as the date for final compliance.

During his tenure as a trustee at Agnes Scott, Sibley was a member of the development, executive and investment committees. He was chairman of the nominations committee during most of his service there, from 1950 until 1972.

In addition to his contributions to Agnes Scott, Sibley was a member of Coca-Cola's board for 16 years and held directorships in numerous other corporations, including Georgia Power Co., Equifax, West Point Manufacturing Co. and the Nashville, Chattanooga and St. Louis Railroad.

Callaway Gardens in Pine Mountain, Ga., honored him with the John A. Sibley Horticultural Center, in recognition of his long-time affiliation with the resort. He was an honorary chairman of metropolitan Atlanta's United Way, which named their highest award after him.

An article written in The Atlanta Journal-Constitution noted: "At 98, Sibley still was going to his office in the Trust Company tower each weekday from 11:30 to 2:30 and waging a class action suit against the Cobb County government over tax assessments of rural land parcels, including his own. He never shied from a fight."

John A. Sibley is survived by his wife and six children, including Agnes Scott trustee Horace Sibley, 18 grandchildren, 17 great-grandchildren and two brothers.

Augustus H. Sterne

During the month of October, Agnes Scott lost another friend and trustee emeritus, Augustus H. "Billy" Sterne. Sterne, the former chairman of the board of Trust Company of Georgia, died on Oct. 13 at the age of 73. He was elected to the board of trustees in 1971 and served until 1984. While on the board, he was a member of the investment, executive, academic affairs and development committees, and chairman of the nominations committee from 1972-81. He was appointed to the presidential search committee in 1981.

Sterne was one of the most influential Atlanta business leaders of his generation. "I can't think of anything of any major significance in the last few years in which he has not been involved," George Berry, a former city official who now heads the state Department of Industry and Trade, said in 1971.

In 1978, a story in The Atlanta Journal named Sterne "one of Atlanta's 10 most powerful" business leaders.

"His interests and concerns reached out to all areas of our community and he gave of himself unselfishly to so many causes," Robert Strickland, Sterne's successor as chairman of Trust Company, said. "He left . . . a legacy of love and dedication."

He chaired Trust Company, one of the South's largest banks, from 1973 until retirement in 1978. Earlier, he had been its president from 1964 to 1973 and senior vice president from 1957 to 1964.

After leaving the banking world, Sterne moved to the academic, working to build bridges between Atlanta's white and black communities as dean of the Graduate School

of Business at predominantly black Atlanta University. He kept office hours at the school for four years, and refused to accept any salary other than \$1 a year.

Augustus Harrington Sterne was born Feb. 23, 1913, in Montgomery, Ala., and moved to Atlanta with his family when he was a year old. His father was a salesman for an agricultural chemical company.

The young Sterne graduated from Boys High and the University of Georgia. He got a job at Trust Company in 1936. At first he "picked up the mail and filled the chairman's water bottle."

Sterne became treasurer in 1940. In 1942-45, he served in the Marine Corps and rose to the rank of first lieutenant. Returning to the bank, he steadily moved up and became president in 1964.

The man who would play a part in changing racial attitudes in Atlanta had "grown up as much a red-neck as the next fellow," he says. But his attitudes were changing slowly

in 1966 when then-Mayor Ivan Allen Jr. appointed Sterne to the board of Economic Opportunity Atlanta.

"I remember that when a proposal came up to give the poor a chance to vote on how money was spent to help them, I opposed it," Sterne recalled. "Later, I changed my mind. I developed a conscience about such things."

While at Atlanta University, he found it difficult to bring about change.

"I had had 42 years in the business world," Sterne said. "In an academic setting, you learn that the dean doesn't have as much authority as you had thought. I had the support of the president, but the faculty ran it, for all practical purposes. I couldn't get used to it; it was like the tellers setting their own hours."

Sterne was a former president of the Commerce Club and Capital City Club; a former director of United Way of Metropolitan Atlanta and a member of the governing board of United Way of Amer-

ica; a former trustee of the Atlanta Arts Alliance; a past chairman of the University of Georgia Foundation; past co-chairman of a Joint Tech-Georgia Development Fund; a UGA trustee emeritus; a trustee of Atlanta University and Lovett School, in addition to Agnes Scott.

Surviving are his wife, Helen Hopkins Sterne, two sons, three daughters, two brothers, a sister and eight grandchildren. — Tom Bennett

This article is excerpted with permission from The Atlanta Constitution.

Tour the Amazon

The Alumnae Association is offering a new natural history travel program this summer. The first trip will be June 11-20, 1987, to the Amazon and jungle area of Peru. An optional excursion concluding on June 25 to Machu Picchu, the lost city of the Incas, will be included.

Guides will lead participants through areas of natural beauty, cultural and historical significance. The first leg of the tour will explore the balance of plant, animal and human communities along the Amazon River.

International Expeditions, which has hosted similar excursions for the National Audubon Society and Fernbank Science Center, among others, will lead the tour. It will begin in Miami on June 11 and returns either June 20 or 25. The base price is \$1,598 with an additional \$549 required for travel to Machu Picchu.

For further information or a free brochure contact Lucia Sizemore at 371-6325 or Nancy Hilyer at 493-6209.



On president's recommendation, board raises faculty salaries

President Ruth Schmidt announced at this year's opening convocation that the Agnes Scott Board of Trustees had awarded at her request an unusually large salary increase to all faculty members. Depending on what other institutions do this year, it should give Agnes Scott a number one standing in that area. Faculty salaries should now rank equally with 80 percent of the institutions in the American Association of University Professor's IIB tier. Private, four-year institutions with no graduate programs comprise the IIB category.

Said Dean of the College Ellen Hall, "In order to be able to say we value our faculty, we have to pay them well.

"It's extremely important for us to be able to attract top faculty," she continued. "Clearly, faculty have not been the best-paid professionals in the country," she added.

A faculty committee on compensation, chaired by Professor Robert Leslie, suggested that the College work toward this goal, to be achieved by the College's centennial in 1989.

"The administration agreed with the goal, but asked the board for an immediate increase rather than waiting or doing it incrementally," said President Schmidt. The board's executive committee recommended that the board approve a budget in the spring with only a 6 percent increase for both faculty and staff. That raise represented only part of the amount in the administration's request and was distributed to staff and faculty as equity, merit or promotion increases.

When the board finished

its evaluation of the president and reaffirmed her administration, Schmidt asked that the board raise faculty salaries to the full amount requested last spring.

All full-time faculty, excluding sabbatical replacements, were eligible for the raise. It constituted a one-time increase in order to achieve parity with AAUP's IIB tier. Full professors received \$3,675; associate professors \$2,020; assistant professors \$2,065; and instructors \$3,000 in addition to the earlier raises.

These increases should bring the salaries of Agnes Scott's faculty equal to those of 80 percent of their peers around the country. "Our faculty are very committed people," said Hall. "However, they want to feel as if they're well paid [in comparison to other faculty] in this city and in the nation."

As yet, there are no firm plans to raise the salaries of the College staff beyond normal increments. In part, said Schmidt, because there is no equivalent structure to AAUP rankings for college staff members.

Although not under her jurisdiction, Hall notes that "certainly there's a concern" about staff salaries. "The faculty has expressed concern."

At the Sept. 5 faculty meeting a resolution was passed and sent to Board Chair Larry Gellerstedt, staff members, and administrative officers commending the "conscientiousness and dedication of the staff of the College.

"In addition," the faculty resolution stated, "we recommend to the board of trustees and the president that a high



Join your classmates at Alumnae Weekend April 24-26, 1987. Catch up with old friends and make new ones. For further information contact Lucia Howard Sizemore '65, director of alumnae affairs, at 404/371-6323.

priority be given to the improvement of the salaries and wages of all members of the staff."

Said Gerald O. Whittington, vice president for business and finance, "It's a concern that we have and something that we have looked at in the past.

"We have been reviewing staff salaries in the same way we reviewed the faculty's. We hope to find at the end of this review whether we need to address [the issue] in some meaningful way."

Alumnae College and Elderhostel

Make plans to attend Alumnae College June 14-19, 1987. Elderhostel, an international educational program for people over 60, will be hosted by Agnes Scott during the same week. Further information on both programs will be forthcoming.

One semester down, many more to go

Students and faculty have completed the first semester of the current year — the first semester at Agnes Scott since the quarter system was initiated in the 1930s. Mary K. Owens Jarboe '68, the College's registrar, thinks the new system is working, with no major glitches or disruptions so far.

She observes that "people on the faculty who supported the idea think it makes for a better academic program with more continuity. [They] feel it's more preferable in terms of teaching."

David Behan, associate dean of the College, agrees. He was chair of the faculty committee charged with restructuring the College's curriculum when the calendar changed this year. "For liberal education," he contends, "the semester system is superior."

A professor of philosophy, Behan notes, "I have found in introductory courses that at the end of a quarter, students were just getting the knack of philosophical thinking. I always said: 'If I only had four or five more weeks . . .'"

Behan, like many faculty members, feels that the quality of work turned in at the end of the term will be better than in the past, since students will not be as rushed.

Conversely, Dean of the College Ellen Hall '67 has been getting complaints from students that some professors haven't adjusted the amount of work meted out to the new calendar. They still feel overloaded.

The faculty voted to change to the semester system on Jan. 4, 1985. In February they elected the Semester System Steering Committee. On Nov. 8 of that year, they

approved a new set of basic requirements. In all, the process took eight months.

According to Hall, this was a remarkable turn-around. "When a college has not made a significant change in a curriculum or calendar for a very long period of time, some of the people who formulated the structure are no longer around to talk about its origins."

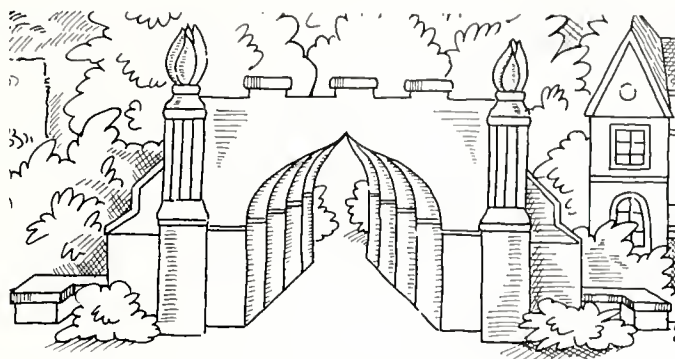
The administration hopes that the semester system will provide a better safety net for students in academic trouble. By the time students got settled into the academic and residential routine in the fall, notes Hall, the quarter was almost over. Mostly students in severe academic trouble were brought to the attention of the deans.

The faculty voted to report all freshman and sophomore grades of C and below at mid-semester. However they are encouraged to report all grades of underclasswomen.

"The idea has always been to give much attention, academically and personally to the student," says Hall. "If we came to the end of a quarter, nine weeks later, and realized we didn't get a handle [on a particular problem], from our point of view, that was a very discouraging thing."

Most notably, the new curriculum allows students more flexibility in choosing their course loads. Now, approximately one third of their classes are required rather than the almost one half required under the quarter system.

The changes herald the faculty's desire to renew their commitment to a curriculum that has breadth and depth of study — a commitment to the best in liberal education.



Oktober comes but once a year

By all indications, this year's OktoberQuest was a strong success. "Whenever students come and are excited about being here, excited about Agnes Scott College and are talking about applying, we feel successful," said Assistant Director of Admissions Emily Sharp '83, the event's coordinator. Attendance was up approximately 25 percent from last year.

One hundred and six high school juniors and seniors came to campus Oct. 23 and 24, and attended classes and workshops to see how a college really functions. Each was paired with a current student. That way, said Sharp, "they get a chance to see the inside story of residence life, career planning and financial aid."

"We use OktoberQuest more as a time for them to experience the campus than

to evaluate them as prospective students," she noted.

"They can really begin to see the difference between a small school and a large one." At least a few must have liked what they saw. Sharp said that Admissions had 30 pre-application interviews the last day and even received applications from some high school seniors before they left campus.

Prospective students were treated to a performance of the Blackfriars production, "Crimes of the Heart," and a lecture by history professor Mike Brown called "Reflections on Liberal Learning."

Perhaps a successful OktoberQuest portends an ever bigger freshman class next year. Admissions isn't saying. But Sharp notes that the event is always lots of fun.

"We enjoy having people here and seeing how accessible the professors are," she said.

Seminar examines power

The Alumnae Association in conjunction with Atlanta Women's Network will sponsor a seminar called "Prisms of Power" on March 28, 1987. The seminar, under the aegis of the board's continuing education program, will be held at Agnes Scott.

"Prisms of Power" will explore forms of power and powerlessness in our society.

"We would like to explore the various facets of power, not just the climb up the executive ladder," says Dr. Lowrie Alexander Fraser '56W, the Alumnae Board's continuing education chair and vice president of the Atlanta Women's Network.

For further information, call Lucia Sizemore at (404) 371-6325.

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AGNES SCOTT

ALUMNAE MAGAZINE SPRING 1987



The Council for the Advancement and Support of Education has honored Agnes Scott College for having the top student recruitment marketing program in the nation. Sponsored by Time, Inc., this Grand Gold Medal award includes a \$1,000 prize. Judges reviewed overall recruitment program goals and success in meeting them. They assessed our use of campus resources and the cost-effectiveness and long-term value of the work of our consultants. Agnes Scott was selected from entries sent by all ranks of colleges and universities. A Silver Medal in the recruitment publications category honored the "Issues" series sent to prospective students.

The College's total publications program earned a Silver Medal. Another Silver Medal went to Agnes Scott and Chizuko Kojima '54X, for her article, "I Will Not Look Back," published in the Fall 1986 Alumnae Magazine. This is the first time any work from Agnes Scott has earned recognition in the "Best Articles of the Year" category, which had more than 300 entries from across the nation.

The Alumnae Magazine, last year given a silver medal for improvement, for the first time was recognized for all-around excellence in the college magazines category with a Bronze Medal. The awards will be



presented at the CASE National Assembly in Boston this summer.

Thank you for your responses to the last magazine. Our editorial board has met, and with the fall issue, we will change our style to include Ms. and Mr. routinely, and Mrs. on an individual's preference. Class News will continue to use a more familiar, less formal style.

This issue marks the passing of two men important to Agnes Scott College. The cover, a watercolor by Paul Melia, of Dayton, Ohio, combines portraits of Dr. Wallace Alston and George Woodruff with images of women whose lives Agnes Scott touched throughout those decades. In "A Word of Memory," former Dean of the Faculty C.

Benton Kline adapted his remarks given at the campus memorial service to honor Dr. Alston, president emeritus. Kay Parkerson O'Briant '70W writes of Mr. Woodruff's life and legacy in "A Lasting Mark."

Alumna Rebecca Fewell's work with children who have hearing and sight impairments is featured in a piece by University of Washington writer Katherine Roseth. My article, "I and Thou" introduces Malcolm Peel, Wallace Alston Professor of Bible and Religion, and chair of that department. We hope you enjoy it.
—Lynn Donham

Editor: Lynn Donham, **Managing Editor:** Stacey Noiles, **Editorial Assistants:** Carolyn Wynens, Ann Bennett, **Student Assistants:** Chelle Cannon '90, Jill Jordan '89, Ginger Patton '89, Shari Ramcharan '89, Nicola Poser '90, **Editorial Advisory Board:** Dr. Ayse Ilgaz Carden '66, Laura Whitner Dorsey '35, Susan Ketchin Edgerton '70, Sandra Gluck, Mary K. Owen Jarboe '68, Tish Young McCutchen '73, Mildred Love Petty '61, Lucia Howard Sizemore '65, Elizabeth Stevenson '41

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Like other content of the magazine, this article reflects the opinion of the writer and not the viewpoint of the College, its trustees or administration.

In the process of cleaning up after the holidays, I sat down to look over the Agnes Scott Alumnae Magazine Fall '86. I ended up reading it from cover to cover and now I can't throw it out for these are articles that must be shared first—with my social studies class, a committee I'm moderator of, etc. Thanks for such a thought-provoking issue.

Jean H. Crook
Montreat, N.C.

We received our first paper, the *Main Events* of Fall '86 in January 1987. We in Pakistan know little about the colleges in the U.S.A. I am particularly interested to know more about Agnes Scott College. This paper was received with great enthusiasm by us.

Q. Akbar
Defence Housing Authority
Karachi, Pakistan

Thank you for publishing the article concerning my recent promotion to general attorney.

My new position is that of assistant vice president, not vice president as the article indicated. In addition, although I am Bell Communication's second female AVP, I am the first woman, not the second, to hold this particular position in the legal department. Finally, the article noted that both my parents were formerly professors at the University of Nebraska, Lincoln. Happily, both of them are still teaching [there], my mother in the construction management department and my father in political science.

I appreciate your "setting the record straight" and thank you again for a fine publication.

Patricia J. Winter '71X
New Providence, N.J.

I feel strongly that not only does it lessen human dignity to say simply "Donham," it is unclear. For instance, in Madison we have a Judge Bartell and an Attorney Bartell who are married and sometimes turn up in the same news story. What if

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Alumnae Magazine

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A Word of Memory

A tribute to Wallace M. Alston, Agnes Scott's third president and spiritual leader for over 20 years. By C. Benton Kline Jr.

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A Lasting Mark

Throughout his life, George Waldo Woodruff labored diligently to raise the mantle of education and other worthwhile projects in Georgia and the southeast. By Kay Parkerson O'Briant

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Strategist for Children with Special Needs: Rebecca Fewell

The former sociology major now heads one of the nation's foremost centers for the research and education of learning-disabled children. By Katherine Roseth

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I and Thou

Professor Malcolm Peel believes that education involves mutual giving. He learns as much from his students as they do from him. By Lynn Donham

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Betsy Morgan

BILLY HOWARD

Betsy Morgan tackles big issues at the Carter Center

As the petite, clear-eyed blonde stood by the lake gazing at the Carter Center's Japanese garden, she recalled long lines of academicians marching in their colorful hoods. In the center of her recollection were two United States presidents—one her boss—with their wives. They were backed by thousands of important individuals from all over the world.

"It is a rare moment in life to see something like this come to fruition and know I was a part of it," says Elizabeth R. Morgan '82, remembering the 1986 dedication of the Carter Presidential Center.

Morgan is Betsy to all who know her, including

former President Jimmy Carter. She is also associate director of operations for the Carter Center. To her husband, H.H. "Buzz" Morgan III, she is not only a good wife and mother but an administrator. Says he, "I've always lived with an administrative woman, and now she's found just the place for her inherent ability."

To everyone who knows Betsy Morgan, her names are continuity and cohesion. In fact, it comes down to this: she's the glue for the Carter Center.

Morgan worked to put her husband through Georgia Tech. "I went to Georgia State while I was working to keep my mind from shriveling," she says. "Then, I saw an ad in the paper about the Agnes Scott RTC Program and investigated the possibilities.

"I was fascinated with

biology," she continues, "so in 1978, I enrolled at ASC majoring in biology. I was the only RTC student at that time in biology."

While attending the College Morgan was especially inspired by Dr. Mildred Love Petty '63, who was at the time director of the RTC Program. "She had a knack for making things possible—quietly and seemingly without effort. She was capable and understanding," Morgan says.

After graduation, she spotted another ad in the paper. This one from Emory University for a position with the Carter Center Development Office, to raise money for construction, programming and endowment. Intrigued, Morgan answered the ad. The morning of the interview was, in short, a disaster.

"Everything went wrong that could have gone wrong, from the moment I got up. It was a comedy of errors. I couldn't even find the right place downtown for the meeting, but when I did, I discovered 50 people had already been interviewed that day. It was bumbled all the way. I knew there was no chance of getting the job."

She did get the job and went to work for the Carter Center in February 1983. Within 8 months she became office coordinator. She later transferred to the Carter Center's program office at Emory, and became office manager.

About working with President Carter, she says, "He is deeply interested in the staff and the organization. Being invited to work on someone's dream was wonderful because the dream was mine, too. And that is a Camelot kind of dream.

"There is no self-aggrandizement about President Carter or the people who work with him. He invites anyone with a problem to come to him. He is a superb listener. He hears you the first time you say anything, and readily helps. But don't bring him small problems," she says, smiling.

The center plans and sponsors world-scope conferences, which are called consultations. Each is a challenge in logistics. Morgan develops project guidelines for the center and has helped to prepare consultations on the Mid-

dle East, the environment, world health, conflict resolution, and reinforcing democracy in the Americas. Carter Center Fellows who are experts in their fields create these consultations. Morgan makes them happen. "The Carter Center is on the cutting edge of world issues," she says. "I must understand the concept and focus of each project well enough to make it fly."

Her legwork on each of these endeavors creates a workbook nearly a foot thick that outlines everything connected with the consultation. Whether it be planning meals—from menus to seating protocol—or arranging lodging for scholars, world figures and the media, Morgan handles every conceivable detail. She does not do it alone, however. "The Carter Center staff is a rare collection of people. There is a strong sense of comradeship and support that sustains each of us."

She finds her Agnes Scott education a plus in these instances. Morgan remembers Dr. Margaret Pepperdene telling her, "The most important thing that you will learn here is to think—use your brain and apply it to any situation." When the going gets tough, Morgan recalls English Professor Pat Pinka's phrase: pressure makes diamonds. —Pat Dickey

Betsy Morgan left the Carter Center this spring. —ed.

Holton's professional life blooms despite personal adversity

When Jessie Carpenter Holton '50 is asked if she has success stories, she smiles and says, "Oh, yeah. I sure do."

There was the boy who graduated from high school all but unable to read. His language skills were so poor, Holton says, he couldn't even drive a truck for his family's business.

She tutored him for two years using the multisensory approach effective for many who suffer from dyslexia. Now he's in the family business—and not as a truck driver, either.

That's just one of several triumphs that makes Holton, of Roanoke, Va., beam, for she has spent more than a dozen years working with learning-disabled and physically-handicapped children, in addition to guiding her four children, who range in age from 24 to 34.

It hasn't always been easy. Holton's husband, Van, died in 1977. She lost one child to a brain tumor. And, in 1985, she was seriously injured in an automobile accident which kept her in the hospital for months.

In the fall of that year, Holton and another Roanoke woman, Barbara Whitwell, produced a dictionary for dyslexic students with varying degrees of difficulty in

reading, writing and spelling. The book gives large-print, phonetic spellings and simplified definitions of 12,314 words taken from "Angling for Words," a well-known approach to teaching those with dyslexia.

The dictionary has been added to the "Angling for Words" series and field tests are proving it to be an effective resource, Holton says.

Holton went back to teaching in 1974. She earned her master's degree from the University of Virginia in 1975, and set up the learning disability program for Roanoke City's junior high school students. Now an educational consultant to the Virginia Division of Handicapped

Children in Roanoke, she acts as a child-advocate, mediating between families and school administrators.

Sitting on a white wicker chair on the enclosed, plant-filled porch of her new condominium, Holton described her work with enthusiasm. The enthusiasm spills over to her memories of Agnes Scott College, for there, she says, she realized that learning is a lifelong process.

But she makes one rueful admission. "While I was at Agnes Scott, I couldn't imagine being anywhere else. I really took it for granted. It wasn't until I was an adult that I realized what a gift it had been." —Joe Kennedy, staff writer, Roanoke Times & World-News

Jessie Carpenter Holton



DAVID O. GARCIA

The Reverend Daniel perks life into a faltering Atlanta congregation

Fresh out of seminary and only recently ordained the minister of Morningside Presbyterian Church, the Rev. Perky Daniel looked remarkably at home in her airy pastor's study.

And no wonder — at 33, she has been acting pastor of the church for the past year and a half, although she was officially ordained June 29.

Elinor Perkins Daniel '74, who was given the nickname "Perky" in high school, said the transition to her new role as senior pastor has been easy compared to her previous hectic schedule.

"The hardest thing for the past two years has been juggling a full load of graduate school and trying to minister," she said. "Now I don't have to do a week's work in one day."

Daniel, who earned a master of divinity degree at Columbia Theological Seminary in June, first became acquainted with the Morningside congregation when she was hired as an intern in June 1984. At that time she was working with church programs in Christian education and pastoral care.

Six months later, the senior pastor told her he was not happy with his assignment, Daniel said, and he left the church and



Perky Daniel

went back to his native South Carolina. She was left in charge.

"The first week he was gone, the basement flooded and all kinds of other things happened — I got broken in well," she said, laughing.

In the year and a half since, the church's 210 members have grown closer, learning to minister to themselves and others, Daniel said.

The church, founded in 1926 at a neighborhood home and moved to its present site at 1411 N. Morningside Drive, N.E., 40 years ago, has weathered some tough times in the past, according to Daniel.

In the early 1970s, the state Department of Transportation appropriated 135

homes in the Morningside area for Interstate 485, which was never built.

Many of the houses were owned by the church members, and one piece of land owned by the church was home to the minister and his family. Daniel said the resulting exodus from the area affected membership.

"At one point the presbytery said the church was declining in membership . . . and they didn't know whether [the church] was going to continue," she said.

Now, the people have moved back into the neighborhood. Membership and, perhaps more importantly, attendance have begun to increase since Daniel arrived.

Weddings at the church

have been booked into January, and on some Sundays the church, which holds 400, is so crowded that people must sit in the balcony.

The growth of Morningside may be partly due to its programs.

The congregation recently sponsored its first overseas family and actively supports the Open Door Community Center. Community groups such as Alcoholics Anonymous, Scouts and neighborhood development committees meet weekly at the church. Sunday school and youth programs have become a priority among members, and Daniel is fostering a prison ministry.

The church's strong music program also attracts

people from the community, said Daniel, who sang high soprano with the Atlanta Symphony Chorus for a year and was an assistant director of the Young Singers of Callanwolde for seven years.

"We're right here in the arts community, and we do creative worship with music, visual arts and drama, as well as the preached word," she said. "God speaks to us in a lot of different ways, through a lot of different media."

Daniel majored in music at Agnes Scott and sang with the choirs at Decatur and Peachtree Presbyterian churches before she decided to study pastoral counseling. It wasn't until she came to Morningside that she realized she wanted to preach, she said.

Being the third woman to become a senior pastor in Atlanta has not been difficult, Daniel said, but it is odd not to have role models.

"I didn't know any women who were [senior] ministers. If you were a woman, you were minister of music or a director of Christian education, or maybe hospital chaplain," she said. "The other side of it is, being a minister is being a minister, regardless of whether the role models are male or female."

Daniel has strong roots within the Presbyterian faith. She was baptized in the Northern Presbyterian Church, confirmed in the former Southern Presbyterian Church and ordained

into the recently reunited Presbyterian Church.

Although her father, a sales representative for International Harvester, and her mother, a registered dietician, moved often, Daniel, who is an only child, has spent the last 20 years in Atlanta.

She met her husband, Wallace, 13 years ago after he saw her singing in the choir at Decatur Presbyterian Church and sent her a dozen red roses. They dated five nights in a row and then were engaged, although they did not marry for another 18 months.

Daniel would like to stay at Morningside for a while, although statistics show that most new pastors are transferred from their first church after two or three years. Eventually, she would like to earn a doctorate degree and teach at a seminary.

For now, she has her hands full at Morningside, taking care of her staff of five and handling the needs of her diversified congregation. "We laugh a lot around here, even in worship," she said. "I think this is a special congregation — open, loving and energetic."

"If we have some kind of vision for the future, it's growing — both individually and collectively, both internally and externally," she said. — **Merrell G. Foote**

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continued from page 3

the newspaper used only "Bartell?" I much admire The New York Times for using Mr. or Mrs., and Ms. is OK if necessary, in every reference — even to accused criminals. For them, it is especially welcome as it certainly makes a person appear "innocent until proved guilty" to use an appellation [rather] than simply a surname. A ladylike (or so we used to be told) place like Agnes Scott should certainly use Miss, Mrs., or Ms. on each reference.

Do please give up just simply "Donham" references entirely. Leave that for the boys at British "public" schools.

Frances Wilson Hurst '37
Madison, Wis.

Ms. is meaningless. Female might just as well be used. One is either Miss, Mrs. or Dr. Please give a person who respects her husband the opportunity to be Mrs.

Why should Agnes Scott let the Associated Press or The New York Times dictate our policy?

Margaret Wright Rankin '38X
Atlanta, Ga.

You do have a dilemma in use of names. It has been hard for me to get used to women being called simply by their lastnames, but obviously this is the going thing. I personally prefer "Mrs.," never "Ms." It seems to me that the problem with use of original [maiden] names for recognition [is that] these names must always be used. Now that I have myself all involved, I have no further solution, except to use, for example, "Dudney Lynch" with Ms. or Mrs. on sub-

sequent mentions. I would have no objection to my first name alone being used. Can the style vary according to individual preference?

Rene Dudney Lynch '53X
Los Altos, Calif.

Your Winter '86 issue of the Alumnae Magazine is excellent — the quality publication I have been hoping for these 47 years. And it arrived before winter had become just a distant memory.

I cast my vote for the style manual of The New York Times, my longtime favorite newspaper. The use of last names only seems somewhat rough when referring to Agnes Scott students, faculty and alumnae, whom we prefer to regard as gentle folk deserving of more dignified treatment.

Frances Guthrie Brooks '39
Cape Elizabeth, Maine



Please note that the deadlines for class news have been changed. News for October Main Events is now due on August 7, 1987. Class news for the February and June '88 issues are due on Dec. 1, 1987, and March 15, 1988, respectively.



Wallace M.

A WORD OF MEMORY

BY C. BENTON KLINE JR.

I offer a recollection and a calling to mind — what Socrates called *anamnesis* — of Wallace McPherson Alston, a great person and a great leader, with thanksgiving for what he meant in the life of Agnes Scott College.

Probably no man, no male person that is, has ever had as close a connection with Agnes Scott as Wallace Alston. He was born in Decatur in 1906. His grandfather lived across Candler Street from the College in a house still standing. Wallace grew up in Decatur schools, in Decatur Presbyterian Church, and played on the Agnes Scott campus. At the memorial service for Dr. James Ross McCain, Dr. Alston spoke of playing baseball on the vacant lot where in 1951 the president's house was built. In 1931, he married a former Agnes Scott student, Madelaine Dunseith '28X. And when in 1948 he came to Agnes Scott as vice president, professor of philosophy and president-elect, he came not as a stranger but as one who shared a deep sense of the



College, its place and its time.

For 25 years, from 1948 to 1973, Wallace Alston was Agnes Scott in a very real way, for he was in intimate touch with every aspect of its being:

□ with the students: every one of whom he knew by name, saw in his office, entertained in his home, and whose parents he also came to know and draw into the College family. He made a habit of reading all the admissions folders and learning all the new students the summer before they came to the College. I remember the dogged efforts to reach parents of a student who was ill or to reach

a student who had gone home at the death of a parent. I remember also the trip he, Miss Scandrett and Mr. Rogers made to the Atlanta jail to gain the release of students arrested for sitting in with fellow students from Spelman College at an all-night hamburger stand in Atlanta;

□ with the faculty and staff: those he inherited and those he brought to the College, whose life and families, interests and concerns, joys and sorrows, hopes and fears, he shared and cared about. I remember the way he arranged for people to complete

degrees, as he did for me, how he shared in the joy of the publication of a new article or book or in family additions, and how he comforted people in the sorrow of losses;

□ with those who worked in the more menial tasks, many of whom had been at the College for years, whose labors he honored and whose lives also he shared;

□ with members of the Board of Trustees, whose lives and interests he knew and kept in touch with and whose concerns about business or

politics or church he heard and commented on;
□ with the *alumni*, those from his days and of earlier days. He took great pride in them, their accomplishments and service, and he worked to keep them in touch with the College;

□ with the *physical plant*, the buildings and grounds about which he cared deeply. I remember the annual rounds with Dean Scandrett and Business Manager P. J. Rogers to inspect every room and space in the College to set the summer renewal program of painting and repair, and his concern about "the ditches" that always seemed to be most obvious in late August: would they be covered by the time school began?;

□ with the *curriculum* and what went on in the classroom. Probably no other president of his time attended meetings of the curriculum committee so regularly and asked such penetrating questions about proposals for courses;

□ with the *distinguished visitors*, lecturers, visiting scholars, drama troupes and musicians, who were invited to the College and more often than not visited the president's home for conversation after their appearance. I remember the evenings with Robert Frost, or the current religious emphasis week speaker, and one memorable evening when President Alston quizzed Paul Tillich about his sermon-writing.

During those 25 years, Wallace Alston expressed with eloquence and integrity his vision for Agnes Scott, a vision that was a shared one. In his 1957 annual report, he asked: What constitutes a "great" college? Part of his answer was this:

To be a great college, we must keep alive *the great motives and purposes* that have been responsible for the establishment and growth of Agnes Scott to her present stature. . . . Moreover, the effort to be a great college requires *clear thinking*

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**"To be a great
College, we must
keep alive the great
motives and
purposes that have
been responsible
for the establishment
and growth of
Agnes Scott to
her present stature."**

about our present task. . . . We are convinced that our educational responsibility is to continue to offer the bachelor of arts degree to young women in a relatively small student body; to provide a rich curriculum, integrating the Christian interpretation of life with a high quality of academic work in an environment where personal relationships between members of the educational community pertain. In such a situation we are trying to offer a liberal arts training that touches life vitally and determinatively. We are convinced that, far from being visionary, vague, and unrelated to life, a liberal arts education ought to fit young people to live with themselves; it ought to contribute to marriage, to vocational success, and to good citizenship; it ought to help with the highest level of adjustment—the relationship of [a person] with God. The type of education offered at Agnes Scott is predicated upon the conviction that a mind trained to think is essential if life is to be unfettered, rich, and free.

The outreach and the impact of the College must be cumulatively vital. The ultimate test [of the validity of our effort as a Christian liberal arts college] is the intrinsic worth of Agnes Scott students, here and after college days are over, in the homes that they establish, the professional and business careers upon which they enter, the church, civic, educational, and social relationships that they maintain. I am quite willing for Agnes Scott's contribution to be measured in such terms; that it should be so measured is, at any rate, inevitable.

On retirement from Agnes Scott, the Alstons moved to Wood Hill at Norris Lake some miles away, but President Emeritus Alston never relinquished his deep ties to Decatur and to the College. He did not impose his presence, but he came when invited and kept in touch. And he continued to be for many of us the reality of Agnes Scott.

Scholar and Teacher

Wallace Alston was a scholar all his days. His formal education included a bachelor's degree from Emory University followed by the master's in philosophy. He earned the bachelor of divinity at Columbia Seminary, and in his early years of ministry, earned the Th.M. and Th.D. degrees at Union Seminary in Richmond, Va. Through the years he went often to summer sessions at schools in the United States and abroad.

But beyond his formal education, Wallace Alston was a scholar by habit. He was always reading, not just for pleasure, but to extend his learning and insight. He would tackle a particular writer—a poet or novelist—and read the works and then biographies and critical studies. He also loved history and biography, and he read widely in theology as



Age 12



Age 11



At 17 in 1923

well. Finding it difficult to read in his last months, he was studying *The Canterbury Tales* in talking book form, and some new materials arrived just after his death.

His commitment to scholarship is exemplified in these words from his 1960 report:

We believe that truth is of God and is imperious; that it transcends all attempts to codify and delimit it, all forms of partisanship, professionalism, and propagandizing zeal; and that it requires humility, honesty, courage, and patience of all who are concerned to discover it (even in approximation), understand it, and follow it where it requires them to go in their thinking. Freedom of inquiry in the college community is a *sine qua non*. . . .

Wallace Alston was also a teacher. When he came to Agnes Scott in 1948, he was professor of philosophy, taking over a small field in the

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**Dr. Alston spoke
of playing baseball
on the vacant
lot where the
president's house
was built in 1951.**

psychology department and offering new and exciting courses. When he recruited me for the faculty to develop the philosophy department he wrote to me: ". . . As I explained to you, I am going to relinquish all of my philosophy teaching with the exception of a three-hour course in the spring on the Christian religion. I may not be able to keep this course indefinitely, but I would like to do a little teaching in connection with the administrative work that I will assume in July." He did not give up

that course for 15 years or more, and every year he had some of the brightest and best of Agnes Scott juniors and seniors, together with students from Emory and Georgia Tech, sitting in on his presentation of the philosophical bases of the Christian faith.

Wallace Alston not only believed but also exemplified what he wrote in his first annual report in 1952: "The best education is still that which a great teacher makes possible to a student when personalities touch vitally, when the channel of admiration conveys living truth to the mind and heart of a young man or woman."

Being an educator or teacher meant for Wallace Alston a concern for the whole person. He cared about what happened to character and personhood. Some students resented that. One, now a very distinguished professional and a community leader, said once: "You can do anything you want to stretch my mind, but don't

mess with my morals." It was not a matter of "messing with morals" but of supporting and challenging people to take responsibility for their lives and become real *persons*. That was sometimes painful. Student Government and the Honor System offered a pattern of responsible living in the community, but failures meant consequences and sometimes bitter feelings on the part of those who felt the institution to be against them. But there were rewards, also, as shy people claimed their strengths and inexperienced people gained self-confidence and many, many students learned responsibility.

Wallace Alston believed that Agnes Scott students and alumnae were especially called on to be responsible persons. On many occasions, especially at Commencement, he spoke to students of their calling to "the aristocracy of competence" and of the responsibility in life that he called "the liability of privilege."

Minister

Wallace Alston was ordained to the ministry by Atlanta Presbytery in 1931. He served as a pastor in Charleston, W. Va., as the director of young peoples' work for the Presbyterian Church, and again as a pastor at Druid Hills Church in Atlanta. From there he came to Agnes Scott, in response to what he regarded as a *call* to another form of ministry. (Not all the faculty were thrilled at the idea of a minister as president, but when they discovered what manner of minister this was, they changed their opinion.) That sense of call was very real to him, and the conviction that God had called him to the post sustained him through the pressures and pains of the presidency.

Wallace Alston was a superb *preacher*, who was in great demand and who had three volumes of his sermons published; he was a faithful *churchman*, and in 1961, the centennial year of the Presbyterian Church



His ministry in the Agnes Scott community was clearly shown in his leadership of worship.

(U.S.) he was elected moderator of the General Assembly.

Above all Wallace Alston was a *pastor*, in the Agnes Scott community and beyond. He entered into people's lives in a caring and supporting way, and the fruit of that became most evident in the weddings and baptisms at which he was asked to officiate and in the funerals he was called upon to conduct — sometimes for people whose lives he had shared 30 or more years before. His door was always open to students and faculty, yet confidences were poured out to him behind closed doors.

His ministry in the Agnes Scott community was clearly evidenced in his *leadership of worship*. He led and spoke in more than half of the required Wednesday convocations each year. Probably most remembered is the almost annual talk "About This Time of the Year," given

in late January or early February when the winter quarter was at its lowest ebb, when the weather was wretchedly dark, damp and cold, and having as its key idea the need for GUMPTION — what I think Paul Tillich meant by the courage to be.

But besides the convocations, there were his weeks of evening vespers after supper, the exam chapels, which he led with just a hymn and some scripture and simple prayer, and, for the faculty, the simple faculty prayers where he read some scripture and a piece of devotional literature from a saint or a poet, and we had prayer for students, for colleagues, for the world.

Husband, Father, Friend

Wallace and Madelaine Alston opened their home to students, to faculty, to visitors to the campus. But the home they opened was the home they maintained in an integrity of family life. Wallace Alston took time for his family. I'm sure it was never as much as they wished, but he made sure that they had him there when they needed him. I remember a meeting being terminated because it was time to go and take Mary to the Shrine circus, and I remember the reports of the long conversations with "young Wallace" as he worked through his own vocational struggles. And he and Madelaine radiated a caring love for each other.

Those of us who were privileged to work closely with Wallace Alston valued him not only for his scholarship, his commitment to education, his ministry, his articulation of what Agnes Scott was, but above all for his friendship — for the way he shared himself graciously and modestly. We give thanks for Wallace Alston because in the providence of God our lives were intertwined with his and from his strength and character and faith we have drawn for the shape and strength of our own lives.



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*We give thanks for
Wallace Alston. In the
providence of God,
our lives were
intertwined with his.*



Some of those whose lives he touched (l. to r.): Sharing a laugh with faculty; at home with his family; a proud grandfather to Elizabeth Leslie.

At the celebration of the 75th anniversary of Agnes Scott College, Wallace Alston offered the prayer of re-dedication of the College. That prayer conveys something of the character and faith of Wallace Alston, which he shared through the years in the life of Agnes Scott, and for which we are giving thanks as we remember him:

Almighty God, our Father, Source of our life, Inspiration of our labors, and Goal of all our hopes and purposes—

We rejoice in the knowledge that in Thee we live, and move, and have our being; that Thou hast created us for Thyself, so that our hearts are restless until they find rest in Thee; and that in Thy light we may see life clearly, and

in Thy service find our freedom and Thy purpose for us . . .

We gladly renew the vows of commitment to truth, solemnly assumed by those who have gone before us in the work of this institution. Grant to us, we pray, a full measure of devotion to excellence in scholarship, to integrity of life both in and out of the classroom, and to freedom of the mind and spirit in every aspect of our experience as a college. Grant to us the courage to be and to do what Thou dost expect of us. Forbid that we shall ever be afraid of that which is high, or distinctive, or difficult. Keep us from false pride in past achievements and from self-satisfaction and complacency in present responsibilities. Grant that we may continue to be dissatisfied with every-

thing that is tawdry or shoddy, with premature arrangements and compromises that reduce tensions but result in mediocrity.

Help us to live a contemporary life, willing to face new issues and to discover new truth, holding fast to that which is good out of the past, and faithfully conserving and interpreting to young people timeless truth and values. Grant that we may place our obligation to Thee above every other allegiance, no matter whether this appears to be popular or unpopular. May it please Thee, Our Father, to sustain and strengthen our intellectual and spiritual life so that our witness to the truth may be clear and strong. ◇



A LASTING MARK

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"Excellence has always been a byword in his approach to those institutions which have had his interest . . . Our debt to George Woodruff is so great that it can only be acknowledged, never repaid."

BY KAY PARKERSON O'BRIANT '70W

George Waldo Woodruff may be remembered longer for his stunning generosity and vision than for his immense wealth. With fortunes built from The Coca-Cola Company's 100 years of success, "Mr. George" and his older brother Robert gave unprecedented millions as well as valuable leadership to education, the arts, medicine and social organizations in the city of Atlanta and the state of Georgia.

Agnes Scott was no exception. For more than 31 years, George Woodruff served as an Agnes Scott trustee. At her death in 1982, Irene Tift King Woodruff left \$1 million to the College. President Schmidt sought George Woodruff's permission to use the gift's interest income for financial aid for Return to College students. This enabled the College to publicize the availability of aid for RTCs and Mrs. Woodruff's bequest.

Their family ties to the College included Mr. George's aunt, Frances Winship Walters 'IN, and Irene Woodruff's mother, Clara Belle Rushton King 'IN.

After Woodruff's death on Feb. 4, 1987, at the age of 91, Roberto C. Goizueta, chairman and CEO of Coca-Cola observed that, "His gifts of time and money have left a lasting mark on higher education in Atlanta and the Southeast. He will be greatly missed."

Although Woodruff's support permeated Atlanta institutions, his influence and that of his brother were often hard to pinpoint, especially in earlier years. They refused to allow their gifts to be publicized or acknowledged, but their name nevertheless became synonymous with large gifts from "an anonymous donor." In 1984, Forbes Magazine estimated George Woodruff's wealth at \$200 million.

Mr. George's mark on Agnes Scott's physical campus is evident: Winship and Walters residence halls,

major laboratory equipment for Campbell Science Hall, a renovated library and air-conditioned buildings can be linked to his generosity. An active and vocal trustee, he served as vice chair from 1955-1961 and on the investment committee for many years. Before his death, Woodruff had agreed to be honorary chair of the College's centennial campaign. His longtime secretary Vela Rocker remembered, "He worked as hard for these various schools as he ever did in his business life."

Secretary to the Board of Trustees Bertie Bond remembered Mr. George's personal friends from all walks of life and his work on the board. "President Alston counted on his judgment and his wisdom. Mr. Woodruff was consulted on many other matters, not just financial ones."

Trustee Suzella Burns Newsome '57 recalled his humor. "He was unbelievably spiffy and alert. He was just so jovial, quite an amazing person. He would often joke at the treatment he got and the fuss that was all around him when he appeared."

The College's former vice president for development, Paul M. McCain, remembered Woodruff's retirement from the board in 1974. "The Student Government Association had a special dinner for him. The students invited him and Mrs. Woodruff to be their guests for a formal dinner and they had a delightful time. Usually students don't get to know a trustee as well as they might. I know Mr. Woodruff told some stories that were more appropriate for a men's club than an Agnes Scott group. But one of the girls came up to him afterward and said, 'You know, that story that you told is one of my father's favorites.' The students liked it so well that they began having other dinners to honor people."

As C. Benton Kline, former dean of the faculty at Agnes Scott, said, "[George Woodruff] stood for the right things in academic life. And that wasn't his principal point of



The 19-year-old Tech student had an interest in anything mechanical.

interest or expertise. But he always voted for the right thing for the College."

Specifically, Kline recalled a 1956 conflict over a commencement address to be given by theologian Nels Ferré. Some people close to the College protested that Ferré, a professor of philosophical theology at Vanderbilt, held beliefs that were theologically unsound.

Opposition came from some members of the board and some local Presbyterians, said Kline. Did the College have the right to invite speakers whose beliefs dissent from those of its leadership?

The board, with Woodruff as acting chairman, stated, "We believe such a policy of academic freedom is consistent with the position of Agnes Scott as a Christian college and essential to the adequate liberal arts training of our students. We reaffirm our opposition to the view that students, in their Christian academic training, must be protected from reading or hearing points of view not in accord with the particular theological position of members of the Board and Administration and of the [Presbyterian] church [with] which Agnes Scott College has long associated."

"In this crisis, the board moved ahead instead of retreating," said Kline. "That was attributed as much to Dr. Alston, as [it was] to the board. But it was people like Mr. Woodruff, Mr. Gaines and Hal Smith who were willing to go ahead and buck the crowd for what they thought was right."

Born Aug. 27, 1895, George Woodruff was the third of Emily and Ernest Woodruff's four children. He grew up in Atlanta and attended public schools, graduating from Tech High School. With an interest in anything mechanical, especially new inventions like the automobile and motorcycle, George went on to attend Georgia Tech and Massachusetts Institute of Technology. But World War I interrupted his studies and he never returned. Dur-

ing the war he did manual labor and drafting in civilian services in Savannah. Later, on his motorcycle and sidecar, he ferried medical supplies and doctors around Emory's campus and back and forth from Fort McPherson.

In 1919, Ernest Woodruff was president of Trust Company Bank and led a consortium to purchase the Coca-Cola Co. Afterwards George worked for several years in jobs related to Coke interests or other companies his father ran. After working from 1920-1926 as local sales manager for White Motor Co., he moved to Birmingham in 1926 to join Continental Gin. In 1930 he became its president, by 1934 he was chairman of the board. Cotton was still king in the South, and Continental Gin was more powerful than Coca-Cola at that time. He joined the Coca-Cola board of directors in 1936.

For a man born to wealth, Woodruff had a reputation for thriftiness. He would often leave his office in the Trust Company Building to lunch in the employee dining room. Each time, he used his ID card to get his 40 percent employee discount.

A lifelong Georgia Tech football fan, he held a block of season tickets that he shared with friends and associates. He went to home games, even through last fall, when he brought his nurse and had to move to a box seat.

Woodruff was also an avid golfer, belonging to clubs in Atlanta, Augusta and Highlands, N.C. Ben Gilmer remembers that Woodruff always played to win, and was usually willing to have a small wager on the side.

He delighted in his family, and remained close to brother Robert, his neighbor on Tuxedo Road. They shared breakfast together often, friends noted. Another friend remembered George one Christmas playing hide-and-seek with his grandsons and their new walkie-talkies.

And in 1985, when five educational institutions threw him a 90th



GEORGIA INSTITUTE OF TECHNOLOGY

George Woodruff sits on the bed in which he was born, and later slept in for much of his life.



*“He stood for the
right things in
academic life.
And that wasn’t
his principal point of
interest or expertise.
But he always voted
for the right
thing for the College.”*

birthday luncheon in the Emory PE Center named for him, a Ramblin' Wreck delivered him to the door. Gag gifts could not be resisted. At the height of the old Coke-new Coke furor, students presented him a Coke hat with a can of each and two very long straws — so he wouldn't have to decide.

President Ruth Schmidt led off the congratulations from hosts Agnes Scott, Emory, Georgia Tech, Mercer and Westminster Schools. "I did not have an opportunity to know you, Mr. Woodruff, when you were active on our board, but I am grateful that I do have the privilege of knowing you now as a caring and charming person, who has never lost interest in Agnes Scott — always inquiring about enrollment, attending meetings of the investment committee, and most recently, visiting campus to inspect the renovation projects well underway for our centennial in 1989."

Boisfeuillet Jones, Robert W. Woodruff Foundation president, believes few individuals will ever match the impact of the Woodruff brothers on Atlanta. Unlike other major national philanthropists, the Woodruffs concentrated their gifts on institutions and organizations in Atlanta and Georgia. "There will be other people who do things and who have results in Atlanta," he said. "But it's getting too big and too diverse to think in terms of individuals having the same kind of impact."

In future years, visitors to Atlanta may feel that the Woodruff name is second only to Peachtree in its frequency on the city's landscape. Buildings in honor of Irene and George Woodruff include Emory's graduate residence hall, physical education center and a wing of the Egleston Hospital for Children. Georgia Tech has honored him with a residence hall and school of mechanical engineering, and Mercer University has a Woodruff House.

Agnes Scott will soon dedicate the Irene and George Woodruff Quadrangle in the center of campus.

In his busy lifetime, Woodruff held directorships in Atlantic Steel Co., several Coca-Cola subsidiaries, Trust Company of Georgia, and West Point Pepperell Inc. In addition to Agnes Scott, he served as a trustee to Emory University, The Georgia Tech Foundation, the Atlanta Metropolitan YMCA, Walter F. George School of Law, Mercer University, Rabun Gap Nacoochee School, West Point Pepperell Foundation, the F.D.R. Warm Springs Memorial Commission, and the Emily and Ernest Woodruff Foundation (set up to distribute their assets after their deaths).

Perhaps the best testament to Woodruff's enduring worth is contained in the words of a toast in his honor. Its author has been forgotten, but the sentiment still rings true: "Excellence has always been a byword in his approach to those institutions which have had his interest. His outlook has also consistently been wise, positive, and constructive. In a word, our debt to George Woodruff is so great that it can only be acknowledged, never repaid." ♦

Kay Parkerson O'Briant, a freelance writer living in Atlanta, graduated from Agnes Scott in 1974.



EMORY UNIVERSITY

Hosts figured out a perfect solution to the old Coke, new Coke dilemma for Mr. Woodruff at his 90th birthday party.



Irene King Woodruff



At 90, George Woodruff stands before a portrait of himself as a 5-year-old, part of an exhibit for his birthday gala in 1985.

STRATEGIST FOR CHILDREN WITH SPECIAL NEEDS: REBECCA FEWELL

A

child is born deaf, or blind, or mentally retarded. The bewildered, grieving family begins telephoning the world of experts, a state agency or local university. They ask: What does the future hold? How can we manage daily life with this child? Frequently, the caller is referred to one of the nation's foremost centers for research and education of special needs children: the Experimental Education Unit of the Child Development and Mental Retardation Center at the University of Washington in Seattle, and its central figure, Dr. Rebecca Fewell '58.



BY KATHERINE ROSETH



JOSEPH FREEMAN

Dr. Rebecca Fewell '58 does groundbreaking work with special-needs children at the University of Washington in Seattle.

Her office is hidden behind massive pink concrete blocks in the university's hospital and health science complex. By contrast the Experimental Education Unit's low-slung buildings suggest a pre-school more than a medical research facility. The Pacific Northwest asserts itself here — Douglas firs, rhododendrons, a bevy of wild Canadian geese on the lawn. Behind, sailboats pass along the Montlake Cut waterway connecting Puget Sound and private docks on Lake Washington. Out front, a school bus unloads a troop of noisy preschoolers, many with the distinctive bone structure of Down syndrome.

Inside, the really pleasant areas are for children — the courtyard play area and the cheerful classrooms. Dr. Fewell and her secretary work out of two cluttered, windowless cubicles off a linoleum and brick-lined corridor. They are unimposing accommodations for the professor of education recruited by the University of Washington in 1979 to direct the projects of its internationally recognized facility. Then she was chair of the department of special education at George Peabody University in Nashville, Tenn. She had a well-established reputation for her pioneering work with deaf and blind children.

Now the principal investigator on a dozen grants, Dr. Fewell solicits and manages more than \$1 million a year in federal and private research funds. Fewell also directs the work of 15 to 18 graduate students. She leads a hectic life scheduled with national and international conferences and



Teachers usually succeed using a playful, relaxed approach much like Fewell's interaction here with Kristoffer Vierra.



an impressive array of publications to her credit. Between travels she divides her time shepherding grant proposals through the funding process, consulting with her staff writers and editors, and reviewing current programs with graduate student project managers. Still, she will take a telephone call from a stricken family member — one who is determined to reach her from Minneapolis or Beaufort, S.C. These contacts can develop into long-term friendships, celebrated by the smiles of parents and children in photographs on her bulletin board.

Off the telephone now and ready for her one o'clock appointment, she is gracious, welcoming. No skirted suit or white lab coat of the powerhouse academic here. Fewell wears a bright blue shirtwaist dress with a peach kerchief at her throat. She's petite, feminine, pretty — the 4th-grade teacher a child falls in love with, as they probably did in Nashville when she taught in public schools in the early '60s.

Her roots are unmistakably southern, but she has no drawl. There's no time to speak slowly. Animated by her subject, Fewell describes her first encounters with disabled children at the Shriner's Hospital in Decatur, Ga. A sociology major at Agnes Scott then, she tackled one of the community service projects encouraged by the College. As she read to children bound in wheelchairs and braces, she realized how much they were like able-bodied children — how much they wanted to laugh and talk and be with people. That idea trailed her through her professional life as a criterion for judging behaviorist or humanist therapies. Regardless of the theoretical model, she says, whatever invites the child into the human community is good.

"I can teach a child to hold her own spoon," she explains, "using a behaviorist approach. I hold the spoon and give her 10 bites. I measure the help she needs each time, and gradually withdraw my support. Eventually, she can manage the spoon herself — which is good, because it will make her more independent and seem more human to us.



JOSEPH FREEMAN

"If I want to teach a child to communicate," says Rebecca Fewell, "I have to motivate her, I have to make her want to solve a problem."

"But if I want to teach that child to communicate, I have to motivate her, I have to make her want to solve a problem." Fewell turns around to take a tiny wind-up toy from her bookshelf. Describing a deaf and nearly blind child as an example, she explains:

"First, I'll show the child that I enjoy the toy, myself." She winds up the car and lets it rattle across the desk. "Then I'll leave it out and wait to see if she's interested. I'll wind it up again and let it go. Then she may play with it, but she can't get it to work. I show her a third time, and while she's watching I take the key and put it in my pocket. I may say 'keeey, keeey,' to associate it with a sound, in case she has some hearing. But to get to that key and to play with the car, she has to go through me. She must communicate. That's what I want, human communication."

Themes of humanist versus behaviorist theories pepper the discussion, suggesting a major dichotomy in the field. Fewell is the practical educator: do what works. But to

know what works for a given child, she weighs all the variables and complexities that affect him or her—not only the severity of the child's handicap, but the strengths and expectations of the family.

"If the parents believe in very strict discipline and think the only way to teach a child is to put him in a chair, pull him up to the table, and drill him for 20 minutes, then I have to find a strategy that will lend itself to that," she explains. Usually parents learn as they go, especially when they observe a teacher's success using a playful, relaxed approach. However, the child is in the family to stay, and Fewell believes the treatment program must build on their values or it will likely fail.

Her research on family interactions contributes much knowledge to the field of special education. She introduced the family perspective into her work with deaf and blind children in the mid '60s and early '70s. An epidemic of rubella swept the country from 1963 to 1965, leaving behind an estimated 20,000 deaf and blind children. The government established regional research

centers for the deaf and blind. One opened at Peabody College, where Fewell was finishing a master's degree in learning disabilities to return to the classroom as a special education teacher.

"It was a case of being in a certain place at a certain time," she says. "My work with learning disabilities did not give me an adequate background working with children who were both deaf and blind. But at the time I was one of the few there who was willing to try to work with these challenging children. So I began an evaluation and treatment center for these children and their families."

The overwhelming nature of a deaf and blind child's disability may have prompted Fewell to reach out to all sources of family and community support.

"We would have families come and spend at least a week with us, while we assessed the child and developed a treatment program. Sometimes we'd get the parents away from the child for an evening and take them out on the town, to get to know them as people.

"I always tried to find out the family's real resources," Dr. Fewell explains. "Where does the mother turn for help? Is it the maternal grandmother? Bring her in." Then when the time comes to do something difficult—say, take away the bottle from a child who should have been off a bottle four years ago—the important people around the parents will agree that they're doing the right thing, even through the child's screams and tantrums.

The family, Fewell admits, is a network of complex relations that may itself pose problems, but it

brings in a richness and strength, too. "Seldom do educators realize the impact of belief systems in the birth of an impaired child," she observes. Even religious convictions that seem counterproductive at first ("God is punishing me") can work to the child's good.

Fewell describes a fundamentalist Christian family she once worked with who insisted their child's handicap was God's will. They resisted all suggestions for therapy, and after some frustration, Fewell tried a new message: God gave you this child because you would work harder than any other family to help her reach her full potential. "It worked!" she remembers. "That family still calls me . . . and I think it's because I did not deny their beliefs."

Fewell's vision combines respect for people's richness and resilience with her awareness of technology's potential to solve problems on a mass scale. A current project uses computers to design therapeutic and educational programs for rural families or those in places without local facilities. "Right after a child is diagnosed, it's typical for the family to want to move to Seattle, to be in our program. That's generally not realistic." The parents' desperate need to connect can still be satisfied through the project's computerized treatment program.



An avid cyclist, Rebecca Fewell sometimes logs up to 100 miles per day during summer outings with the Cascade Bicycling Club in Seattle.

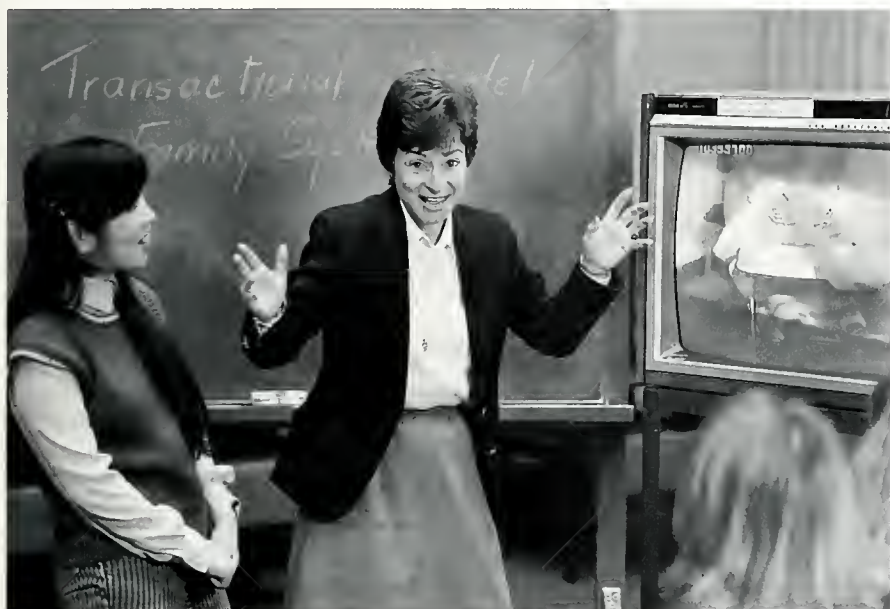
It works a little like a correspondence course. The child's physician or nurse practitioner evaluates her at home and sends the results to Seattle. The project staff enters data concerning the child's condition and the family's lifestyle and environment into the computer. The center uses the computer to create a therapy program focused on the details of daily life.

For example, the child practices large motor skills exercises at bathtime or language skills on a trip to the grocery store. When a parent gets confused or frustrated, help is a telephone call away.

"Right now we have 60 children in the project, but with enough staff and equipment we could stay in touch with any number. It's a matter of sharing the rich resources of a

university with those who feel they are really removed from it. I have families in the rural South who feel they have the greatest program in the world, and we've never seen their children!" Fewell smiles. "They feel connected."

Her own two children are grown. Her sons, ages 24 and 27, live and work in Nashville, Tenn. Now single, Fewell makes it East to a vacation home in Hilton Head, S.C., whenever she can. Despite logging up to 200,000 miles a year with work-related traveling, she doesn't stay sedentary at home either. For relaxation, she belongs to the Cascade Bicycling Club in Seattle. She sometimes cycles more than 100 miles on a balmy summer day.



An animated Fewell works with student Akemi Ito. She hopes to delve into cross-cultural studies in special education in the future.

Although she lives some 3,000 miles from Decatur, Fewell finds that Agnes Scott is never far from her. About a year ago, a man called from South Carolina and demanded to speak with no one but her. "I have a problem," he told her. "My grandson has been born in Italy and has Down syndrome. My daughter doesn't know what to do—they have some resources there, but not enough. She's 34 years old and has a Ph.D., so I know she'll be able to carry out anything you recommend. Shall we bring him to the States and have you take a look at him?"

The doctor consented and the family stayed with her while the child was evaluated. The baby's

mother happened to see an Agnes Scott Magazine in Fewell's home. She told the doctor that her mother, Mary Elizabeth Ward Danielson, graduated from the College in 1943. Dr. Fewell has since talked with the baby's grandmother by telephone and hopes to visit when she returns to South Carolina.

In the future, Fewell would like to delve into cross-cultural studies in special education, particularly with Japan. In some Asian societies, she notes, the birth of a handicapped child is a major family disgrace. Instead of seeking support in strong family ties, parents may choose to suppress the bad news and stay isolated, with dire consequences to the child's development.

Cross-cultural studies are not the only thing on Fewell's mind. Her success with grants has her curious to be on the other side of the fence, perhaps as a policymaker. "I'd like to see more flexibility in the range of treatment available to families," she notes. Working as part of a policy group would present new opportunities to put ideas into action, especially at the federal level. "That's where they make the decisions regarding who will be served and how." Fewell believes that the public commitment to special education will continue, despite massive federal budget deficits. "The challenge is to make it all come together in a creative, exciting way," she says.

On the way out of the Experimental Educational Unit, an example of such creativity exists. In the middle of one of the corridors, carved into the red brick wall at eye-level is a flock of bas-relief birds taking off up to the ceiling. It's a surge of effort, aspiration, and beauty, superimposed over the hard reality of brick. Within these walls lies faith in human possibility, even for those denied the full range of human gifts. ♦

Katherine Roseth works as a public information officer at the University of Washington in Seattle.

His quiet, strong voice could belong to a doctor soothing a patient, calming a child, gaining the trust of a family. Beneath his slightly gray hair, his heavy brows and wire-rimmed glasses couch dark brown eyes which steadily survey his students. Mack Peel's voice and manner create a deceptive stillness in his mid-morning seminar on peacemaking. He and his half-dozen students probe for understanding of the history of the church and war: the Crusades, the Holocaust, and Hiroshima.

They dig deeply into the expected fare — basic readings in an anthology by the Cambridge Women's Peace Collective, the Mennonite Statements on Peace 1915-1966, Roland Bainton's *Christian Attitudes Toward War and Peace*, the Presbyterian *Peacemaking: The Believer's Calling*, as well as the Catholic Bishops' famous pastoral letter of 1983.

But there the safe distance ends. Slides and films propel the students and their teacher into the war experience: "Causes and Effects of the First World War," Hitler's "Triumph of Will," film clips of Hiroshima and Nagasaki ruins, "Faces of War" in Nicaragua and El Salvador.

They study the church as villain, victor, victim; and scrutinize attempts to bring peace by proclamation, protest, pacifism. The students' final exam will be the same as for all of us — to wrestle with history and belief, and to make a choice.

For Malcolm L. Peel this is no academic exercise. He has designed the course to be more than just study for students. "I want them to understand what was at stake in the 1940s as they consider the church's response to the war," he says. "The way to expand my horizons and to challenge things which are unexamined in my own life is to teach a course about them, to be 'a co-learner' with my students."

New to Agnes Scott last fall, Dr. Peel came as the first full-time

By Lynn Dunham

I AND THOU

"Dag Hammerskjöld,
who was for years the Secretary
General

of the United Nations,
wrote in his diary:

*People who are worried about
the world issues,
about the global problems,
very easily forget
the smaller issues.*

*If you are not willing to be good
in the smaller circle
of your family and friends,
you can't do anything
for humanity as such.*

*Without that intimacy,
you live in a world of abstractions,
in which your solitism,
your hunger for power,
your destructive tendencies,
mim their only more powerful
opponent:
love.*

*It is better to be good
with all one's heart
to one person
than to sacrifice
oneself
for the whole of humanity"*

*Taken from Jesus, Hope Drawing
Near by Joseph G. Donders,
published by Orbis.*

Wallace M. Alston Professor of Bible and Religion and chair of the Department of Bible and Religion. He brings 20 years of teaching experience, respected expertise in a range of biblical studies, and strong student and peer evaluations. Formerly chair of the Department of Philosophy and Religion at Coe College in Cedar Rapids, Iowa, Peel was named most outstanding teacher there. Once, on a two-year leave from Coe, he raised \$2 million in endowment to support faculty research at the Herbert Hoover Presidential Library in West Branch, Iowa.

An ordained Presbyterian minister, his thorough, creative approach to teaching twice has earned him recognition from the Outstanding Americans Foundation as Outstanding Educator in America. In his last three years at Coe, Peel taught 14 different courses, including eight new ones. Grants and fellowships from the Guggenheim, Fulbright, Mellon and Lilly foundations have enabled Peel to publish 4 monographs, 13 articles, 4 translations, 30 book reviews and to create a pioneering closed-circuit television series on the New Testament for the Presbyterian Church, U.S.A.

The third of three sons born to Frank and Ella Peel in Jeffersonville, Ind., Peel was 4 years old when World War II unfolded. "I became closely identified with my father's career and the military purposes of the U.S. My mother used to dress me in a junior-sized Army uniform, and I sang songs on behalf of war bonds sales," he remembers. Like most boys of the '40s, he played games to kill "Krauts" and "Japs." His father completed a 33-year career as a colonel in the Army Quartermaster Corps — serving through two world wars and in the Civilian Conservation Corps.

But World War II was not fun and games. While helping to cut a new supply route through the Indian jungles after the Japanese had

captured the Burma Road, Frank Peel contracted an unknown tropical disease that shadowed the rest of his life with suffering.

"That suffering had something to do with my interest in religion," says his son. "How could God allow the righteous to suffer?" While Peel's two older brothers opted for Air Force or Army careers, he entered Indiana University, and then Louisville Presbyterian Seminary.

"As a youth I had a rather decisive experience, and I felt I had a very

He spent Saturdays at Hanover College's library to prepare the Sunday sermon. He met Ruth Ann there one Saturday, and had "a memorable conversation." Although he was then dating someone else, he came back the next fall to find Ruth Ann after the other relationship had ended.

"She began going with me on some Sunday outings to serve the Smyrna Monroe Church," remembers the professor. "I thought any woman who could put up with me

have a great love for the church."

As a teacher, Peel says he believes that "the unexamined faith is not worth holding." As a scholar, he labors in his home study under a wall banner, "For God, for country, and for Yale."

A graduate institute in Judaism exposed Peel to writings of Jewish philosopher Martin Buber, who would shape and inspire his life. Beginning with *I and Thou*, the book that established Buber as an eminent dialogical philosopher, Peel



Malcolm, Ruth Ann and Nicole Peel share a ranch home near Decatur. Son Drew is away at college.

clear call to the Christian ministry. That was like a beacon that guided me through all my undergraduate years and even on through seminary.

"I still generally endorsed the military effort and trusted in my government to know what was right." In seminary, he considered military chaplaincy, but when he finished there, a fellowship made graduate studies at Yale possible.

While at Louisville, he also met his wife, Ruth Ann Nash of Cincinnati, Ohio. They first saw each other in Hanover, Ind., where he traveled each weekend to work as a student pastor in a small church.

through a sermon, dinner with a farm family, visiting all afternoon, youth work in the evening, and still love me, must be the right woman!" They married when he graduated from seminary in 1960, and moved to Yale where he earned his Ph.D. in biblical theology and New Testament.

Although Peel started his doctorate intending to preach and minister, he realized over the next six years that his education might be best used in the classroom. "But I have never indulged in the luxury of the ivory tower as the bastion from which I can throw bricks at the institutional church," he stresses. "I

read all of Buber's works he could find.

Buber saw life lived in terms of relationships. "He said the most important things occur in the context of relationships, which develop on three levels. The first level is between individuals and nature, the second between individuals and the spiritual — as one might find the spiritual in the work of a painter, musician or poet. The third and highest form of relationship occurs between human beings, and Peel credits Buber for teaching him "the importance of affirming each person, as well as the spontaneity of genuine relationships."

"We all live most of the time relating to other human beings as objects, simply in order to get things done," Peel admits. "But if our relationships occur only on that level, we never become fully human."

In contrast to Buber, Peel found Ludwig Feuerbach's *The Essence of Christianity* another key influence. "It may sound strange to express appreciation for the great-granddaddy of atheists of the Western World," he says with a smile, "but he made me think through my beliefs and better understand why I held them."

Clearly, Peel hopes to influence his students the same way. "I want to give my students the tools to study and understand religion and the Bible. Most of them have been brought up in the faith community of their parents, and they have not had the chance to step back and examine these views in light of literary or historical criticism, the truth claims of other religions, or the questions of the nonreligious. Academic study offers this, and it can strengthen faith."

Among Peel's tools: dialogic questioning, reading a variety of scholars' works and using the methods of literary criticism, commentaries, concordances, atlases and archaeological works. Sometimes he refers students to ancient, nonbiblical texts, to show them the historical settings in which the Scriptures arose.

"This approach builds the student's confidence in her capacity to interpret and understand religious texts and questions," Peel believes. Students want to know the Bible's nature, he says, how it can be authoritative for faith and life, and how to read it intelligently and responsibly. "But the existential questions of faith keep popping up," he adds, "and they are not to be denied."

Peel points to the Gospels as an example. "There are multiple portraits of Jesus which reflect the theological views of each of the gospel writers and the communities

in which they wrote. One cannot say they contain absolutely no history and all theologizing. But, on the other hand, we must be aware that the gospels are not biographies, or a neutral type of literature."

Computer programs now can help students see similarities and differences in the gospels. "Not only can you make vivid the literary relationships and dependency of Matthew and Luke on Mark, but the student also can develop a feel for redaction, or editorial analysis," he explains with enthusiasm. "Those gospel writers who used parts of Mark had certain theological interests. By looking at what they added or omitted from the Marcan material, students gain insight into the gospel writers' key concerns and emphases."

Computers are also helping Peel and textual scholars to reconstruct manuscripts from fragments of ancient books. For some years Peel has worked on manuscripts found in Upper Egypt written in Coptic, a language created by second-century Christian missionaries to translate the Bible into the vernacular of Nile Valley peasants. "Either due to the work of hungry worms or mishandling by people who did not appreciate the fragility of the ancient manuscripts, the beginning of many lines of text were lost," he says. Often, only the last two or three letters of some words remained. Peel and other researchers entered all Coptic word stocks into computer storage. Then they programmed an IBM 1130 computer to flip all the words, alphabetizing them from the last letter backwards, and then to flip them back again. The result: a reverse index of the Coptic language. The index, and the context of the fragment, enable the researcher to make a much more intelligent decision about reconstructing the original text.

"We also made pioneering efforts to found a national center in Iowa for research in biblical and related ancient literatures," he explains. "We started entering Greek and

On I and Thou:
Between you and it there
is mutual giving: you say
Thou to it and give yourself
to it, it says Thou to you
and gives itself to you.
You cannot make yourself
understood with others
concerning it, you are alone
with it. But it teaches you
to meet others, and to hold
your ground when you meet them.
Through the graciousness of
its comings and the solemn
sadness of its goings it leads
you away to the Thou in which
the parallel lines of
relations meet. It does not
help to sustain you
in life, it only helps you
to glimpse eternity.

Martin Buber

Here the Thou appeared to
the man out of the darkness
and he responded with
his life. Here the word
has from time to time
become life, and this life
is teaching. This life may
have fulfilled the law or
broken it; both are
continually necessary, that the
spirit may not die on earth.
This life is presented, then,
to those who come later, to
teach them not what is
and what must be, but how life is
lived in the spirit,
face to face with the Thou.

Martin Buber

Hebrew texts from ancient manuscripts into computer language and then into the computer itself. Once we accumulated a number of texts, we could begin to reconstruct, as textual critics do, the most [probable] original form of the text." Textual criticism has produced a Bible that is 98 percent like the original texts lost or destroyed in the first century.

taught that the creator god "was 'mistaken and ignorant,'" explains Peel. They believed that the highest and true god was a perfect being who remained removed from the world and totally unknown until revealed. But the Christians affirmed one God, the creator, as the father of Jesus, a good and wise God.

The Gnostics also taught that

of Sylvanus," a 35-page piece of "wisdom literature" from the late second to early third century.

Peel says coming to Agnes Scott brings a new challenge: to become more familiar with perspectives offered by feminist theologians. "It's balancing our understanding of religion and religious concerns, and sharpening issues of justice and fairness," he explains. His new reading includes pieces by Letty Russell from Yale, Phyllis Trible of Union Theological Seminary in N.Y., and Elizabeth Schüssler Fiorenza. "In addition, my new colleague Beth Mackie ('69) and I are making some changes in the curriculum to present a full, well-balanced set of courses for the study of religion. So far, results have been good. We added six new Bible and Religion majors this year." Some of the changes also reflect Peel's new interests in studies of ancient Egypt and of Islamic faith



PAUL OBREGON

A serious academician, who can be quite a comedian at home.

"The process has taken the lifetimes of innumerable people," he points out. "But a computer can compare dozens of manuscripts in an instant, and we are revolutionizing textual criticism." The project was later moved from Coe to Harvard University and expanded.

Most of Peel's scholarly reputation has been earned for translation and commentary on Coptic manuscripts of the Nag Hammadi Library, one of which someone smuggled out of Egypt years ago under the false bottom of a suitcase. Working directly from the ancient papyrus, Peel made the first English translation of "The Treatise of the Resurrection." Such texts reflect first-hand the debates with the early Church's major opponent, the Gnostics.

The Apostles' Creed and other key statements of the early Christian Church grew in part from conflicts with Gnostic opponents, who believed in two gods. The Gnostics



PAUL OBREGON

From Buber he learned "the importance of affirming each person."

Jesus had been merely a spiritual being whose spirit hovered over the crucifixion, laughing at the Romans as they nailed his abandoned body to the cross. The early Church testified that Jesus had been born, had suffered, and truly had died. The manuscripts show the debates and resolutions. Peel's latest book, nearly complete, deals with the "Teachings

and tradition.

As the writings and thought of other scholars have influenced him, he hopes his own work will be used by future generations. "I'm very hopeful that I've made lasting contributions to human knowledge, and I hope I shall add strength and quality to the institutions I've

served. I hope that my life will add to the glory of the God who gave me birth and sustains my life."

On campus, Mack Peel dresses neatly and conservatively in a pressed shirt and tie, sweater or jacket. At home on Norman Drive in suburban Stone Mountain, Ga., he relaxes in a rambling ranch home he shares with Ruth Ann, and their two children. Ruth Ann, who holds degrees from Hanover College, Southern Connecticut State College and the University of Iowa, works in special education. Daughter Noel attends Georgia State University now, but will return to Coe College next year as a senior. Their son Drew, a sophomore at Davidson College, will spend his junior year in Scotland.

They enjoy their children — affectionate teasing and warm bantering sparkle through their conversation on this Sunday afternoon. Peel, who seems rational, methodical, even tenacious in academic committees and the classroom, enjoys a reputation as somewhat of a ham and comedian among friends. With enough cajoling from Ruth Ann and Noel, his easy smile breaks into laughter.

His wife and daughter delight in recounting his antics in the annual parish version of "The Gong Show," for which he served as "Master of Mayhem."

Peel explained, "I would line up all these talentless people to do variety acts at the church. As master of mayhem, I had quite an array of costumes I would wear. Everything from a Mexican bullfighter's outfit with the brocade and tight pants, to a South Sea Islander's outfit, to a doctor's uniform."

But his family also has their store of surprises. For his 40th birthday party, they threw a party for him on his return from a fishing trip in Canada. Small plastic night crawlers gleamed through the ice in the punch, crowned with a fishing cap.

Fishing has long been a passion of Peel, who takes seriously the line

from the Koran: Every hour spent in fishing Allah does not deduct from those allotted for a human lifetime.

But one fishing trip was less than blessed. The week after he was ordained in a small church in Jeffersonville, Ind., some of the elders invited him to fish in a private lake nearby. New to the area, Peel lacked a license and started to decline. His parishioners convinced him no license was needed, and he joined them on the trip. After a while, the local ranger drove up in his jeep, and demanded to see everyone's license. The local newspaper published the account of Peel's arrest within week of his ordination.

Peel grew up near the woods in a summer resort area in Indiana. An



PAUL OBREGON

A scholar who learns with his students.

Eagle Scout as a boy, he later led a scout troop when Drew was young. He got used to waking up with his tent around his head, after his scouts cut the ropes during the night.

In the silent wait for trout to strike on a balmy spring afternoon, Peel ponders questions he finds still unanswered. Why do the innocent suffer? "My father went through hell for the last 10 years of his life. They never found the cause. I can remember times when he cried in his bed like a child from the pain, a man 50 years old. As a boy, I didn't understand. I prayed that God would let me have his pain so that he could have relief. I've never stopped asking the meaning of such agony."

And why is there evil in human life, he wonders, when believers profess a good and loving God who is omnipotent? Though Peel feels satisfied with a partial understanding of moral evil—"the damage we do each other"—he says that natural evil still troubles him.

"I guess I will also be puzzled until the time comes, about whether there is something beyond our lives now," he explains. "I believe in the resurrection of Jesus, and as a Christian I hope that I shall somehow be a part of that victory over death." But Peel says he stops short of offering details with the conviction of the old Scottish general who is said to have been buried in his best uniform, seated upside down on his horse. "He was convinced at the final trumpet that the world would be turned upside down, and he wanted to be ready to ride!" laughs Peel. "Now we see in a mirror darkly, and we cannot penetrate it."

Yet in the midst of the darkness, he is finding a foothold on some issues. For Peel, the Vietnam war raised questions about war and justice which have continued to simmer. "Given the complexity of the issues, I do not see it as a sign of weakness to still be searching for a satisfactory stance regarding war," he says earnestly. "The more I have read and thought about the nuclear holocaust scenario, the more I believe that we are looking at the religious and ethical issue of our time."

He believes we can no longer think in terms of a "just war," because the use of nuclear weapons would be an immoral act he could not condone. "I am a tamed hawk, but I am not ready to be a complete pacifist. When there is no force or power to maintain order—civil order, international order—there is chaos."

Yet he is very troubled by plans to use nuclear weapons to do that. "One can easily now lose control over that power." ♦

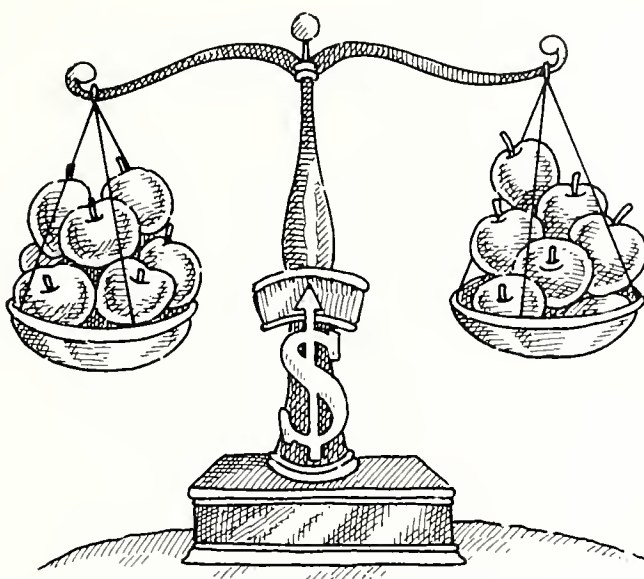
Study links tuition increases to dwindling aid

On Feb. 20 President Ruth Schmidt sent a letter to the classes of 1988-90 and their parents concerning tuition increases for the 1987-88 school year. Comprehensive fees for the coming year will be \$11,750, or 6.5 percent more than last year, which compares favorably with other women's colleges. Bryn Mawr College in Pennsylvania costs \$15,625 a year to attend, while Virginia's Randolph Macon Women's College costs \$12,700. The following article is excerpted with permission from *Higher Education & National Affairs*, the newsletter of the American Council on Education.

Tuitions at independent colleges and universities are rising faster than inflation partly because of the high cost of replacing declining federal grant aid, said the National Institute of Independent Colleges and Universities (NIICU) in a report released in February. NIICU is the research arm of the National Association of Independent Colleges and Universities.

NIICU said the cost of providing education has increased because of the high cost of goods and services purchased by colleges, colleges' efforts to increase the quality of academic instruction and student services, and the dramatic increase in student aid offered by independent colleges and universities to replace declining federal aid.

"Secretary [William] Bennett is wrong when he says that federal student aid allows colleges to raise tuition," said a summary accompanying the report, "The Truth About



Costs in the Independent Sector of Higher Education." In, fact "tuitions increased slowly in the 1970s when federal aid rose quickly, and rose swiftly in the 1980s when federal aid was curtailed," the report said. "If there is any casual relationship between tuition increases and federal spending on student financial assistance, it is that tuitions have increased when the federal commitment to student aid has lagged behind inflation," NIICU said.

"Independent colleges, along with students and their families, already are shouldering the major responsibility for meeting college expenses, and would be hard-pressed to bear additional financial burdens," NIICU concluded. "Until the partners in funding higher education — the federal and state governments, corporations, foundations, and alumni — assume a more balanced share of the necessary funding, tuitions will necessarily continue to increase."

Between 1981-82 and 1985-86, the amount of money independent institu-

tions spent on student financial aid tripled, from \$904 million to almost \$3 billion. The report attributes at least half of the increase to attempts to replace federal grants lost because of budget cuts.

In addition, the prices of goods and services purchased by colleges are rising faster than inflation, NIICU says. Independent colleges and universities also are offering more quality than ever before, which is reflected in higher tuitions. Institutions have borne the costs of advanced scientific equipment for laboratories, computer systems for classrooms and administrative services, and library holdings and information technology "to offer undergraduate, as well as graduate scholars the best chance to succeed," NIICU said in its report.

Further, independent campuses depend more heavily on tuition than public schools do. "On average, tuitions account for 46 percent of the revenues available to independent colleges, and only 16 percent at public

colleges," according to the report. "When costs go up at independent colleges, tuition is the major source of revenue to meet increasing costs."

One of the primary ways independent institutions try to hold down tuition increases is by raising revenues from private donors in the form of gifts and endowment income. But although institutions try hard to increase revenues from these sources, "most independent colleges have little or no endowments and spend all gifts they receive to meet current expenses," NIICU says.

"Independent colleges and universities are facing intense competition from state-supported institutions as they attempt to increase private giving," says NIICU. "Less than 30 years ago, three quarters (73 percent) of all corporate gifts to higher education were given to independent colleges and universities. By 1984-85, for the first time in American history, less than half of all corporate giving" went to these campuses, the report said.

Finally, the costs of attending independent institutions are borne primarily by students and their families, who together pay almost two-thirds of the price of tuition. "Federal grants support 5 percent of the total tuition paid by students in the independent sector, income from College Work-Study jobs contributes 2 percent, and federal student loans allow students to borrow 12 percent of the tuition charges," according to NIICU. In addition, state student aid supports 5 percent of tuition at independent campuses, and institutional student aid covers 10 percent.

Making decisions about morality

Alumna Isabel W. Rogers '45X gave this year's Founder's Day lecture, "Making Decisions." Professor of Applied Christianity at the Presbyterian School of Christian Education in Richmond, Va., Rogers addressed the ethical and sexual dilemmas facing young adults. How will the legacy of the "free love" '60s filter into a panic-ridden '80s, with society's fear of AIDS and other sexually-transmitted diseases?

Dr. Rogers — or Izzie, as she prefers to be called, — proved to be a popular figure on campus. Her Founder's Day speech on Feb. 18 capped off three days of lectures and discussion on "Theology and Sexuality," "Militant Morality," "Crisis in Sexuality — Ethical Issues" and other topics.

She noted that visiting Agnes Scott proved to be "a tremendously stimulating time for me as we've been dealing with some very tough moral issues."

Rogers is no stranger to



Isabel Rogers

"The old rules just don't work anymore," Rogers said. "The matters about which we have to decide are unprecedented."

"Today's youth are the heirs of the freedom of the 1960s and they will not be forced into the rigidity of the 1950s." She urged the College to strive for open dialogue on these dilemmas. "There is no better place that I can think of for discussion of these matters than a college campus," she said.

"Never that I know of has society been in greater need of moral discourse. It is our responsibility to make that possible — helping each other to make moral choices."

those. Her involvement with the Presbyterian Church U.S.A. includes stints on the Task Force on Abortion, and the Task Force on Homosexuality, as well as the Council on Church and Society. She has been nominated as moderator for the denomination's 1987 General Assembly. In 1986 the YWCA honored her as a fulltime volunteer with the Richmond Battered Women and Rape Victims Shelter.

Her three-day lecture series was sponsored by The Thomas F. Staley Foundation, a fund established to support programs that examine aspects of society that test one's faith.

To many, Erskine Love personified the American dream

Agnes Scott Trustee J. Erskine Love Jr. died at his home in Atlanta on Feb. 21. He was 58 years old. "Erskine Love's untimely death leaves a very large hole in the community, for he was a pillar of the church, a fund-raising volunteer of extraordinary success, and an outstanding citizen and person in every area of his life," said President Ruth Schmidt.

A graduate of Georgia Tech, Love was president and owner of Printpack Inc., a company specializing in flexible packaging for food products.

Said Agnes Scott Chairman of the Board Larry Gellerstedt Jr. of Love in 1985, "He represents what America is all about. He started his company from scratch and built it personally."

Love graduated from Tech at age 20. Eight years later, in 1957, he founded Printpack. "I borrowed everything I could borrow," he recalled in a 1985 article in *Business Atlanta* magazine, which named him Atlanta 100 Entrepreneur of the Year. (The Atlanta 100 are the city's top-grossing, privately-held companies.) "I had an automobile, insurance and some equity in my house and I hocked it all; I laid it all on the line."

He managed to raise \$100,000 from bank loans and family investments to start the business. With a handful of employees, he began producing cellophane bags in rented office space in Sandy Springs, Ga. In 1963



J. Erskine Love Jr.

Printpack built headquarters in southwest Atlanta that now include some 250,000 square feet of plant and office space. The company has eight manufacturing facilities, 16 sales offices and about 1,200 employees throughout the country.

"Printpack is one of the leaders in the industry," said Edward Weary in *Business Atlanta*. Weary is director of technology and data for the Flexible Packaging Association, a trade organization based in Washington, D.C. "It's up to date in technology and forward-looking in its products." The company produces packaging for snack foods such as potato chips and candy, as well as cold-cuts, and hot dogs — just about any type of disposable packaging for food. Love once noted that the two-career household generated a boom in packaged foods since "convenience is [now] a necessity and a fact of life."

He was known by business associates as a man who liked to remember each employee's name and who still made calls on major clients. As hard as he worked in business, Erskine Love was well-noted for his civic involvement, too. Said Wilton Looney, chairman and CEO of Genuine Parts Co. in 1985, "Erskine does

more than the average owner of a business who would make token allowances for civic work or simply have somebody else do it. [He] gets involved himself [and] doesn't see it as his duty. He enjoys it."

Since 1977 Love had been a member of the College's board of trustees, serving on the investment, audit, development and nominations committees. He was chair of the audit committee from 1982-1986. His stepmother, the late Marguerite Jones Love, was a member of the class of 1934. In addition to Agnes Scott, he was director and past president of the United Way, president of the Atlanta Area Council, Boy Scouts of America, and a trustee of The Westminster Schools in Atlanta. He was in the midst of chairing Georgia Tech's Centennial Campaign when he died.

A member of Trinity Presbyterian Church for over 30 years, Love served in virtually every lay capacity there, according to Dr. Allison Williams, that church's pastor. He was also a member and former chairman of the board of Columbia Theological Seminary in Decatur.

Generous with his time and commitments to these institutions, Love told Business Atlanta in 1985, "I do what I enjoy doing. Some people aren't motivated to get into that arena, and that's OK for them. But I'd like to feel at some point in time that I've done more than run a flexible packing business."

He is survived by his wife, Gay McLawhorn Love, five sons, one daughter and three grandchildren.

College bridges gap with dual-degree architecture program

Often liberal arts graduates pursuing professional studies find they have to take technical courses to "catch up" with their degree programs. Terry McGehee, chair of the art department, found St. Louis' Washington University's dual degree program in architecture a good solution.

The so-called 3 + 4 program meshes three years of liberal arts with four years of architectural study, culminating in a master's degree in architecture from Washington University. The student spends three years at Agnes Scott, then "transfers" in her fourth year to Washington University to concentrate in architecture. What she takes during that year will contribute toward her Agnes Scott degree, which she receives upon completion of her first year at the university. Assuming that her grades are in good standing and that she has fulfilled Washington's requirements, she will be automatically admitted to the graduate program the following year, thus eliminating an additional year of study.

"We found that students with our degree had to do more preparatory work to get into schools of architecture. They needed specific architectural design work," says McGehee.

Architecture is a rigorous and competitive field, McGehee points out. She sees this program as an admissions tool that will "bridge the gap that exists between fine arts and a profession." Dean Ellen Wood Hall '67 agrees. "The more avenues of opportunities open for students, both in college and

beyond, the better our chances are of recruiting students," she says. According to McGehee, only 2 or 3 percent of fine arts graduates in the country support themselves by making and selling their art. The rest go into related fields or on to graduate study.

Besides the curriculum requirements, applicants must submit a portfolio of slides, an essay describing their reasons for choosing the program and letters of recommendation from Agnes Scott faculty. Elizabeth Pleasant '88 has already applied to the program and is awaiting results.

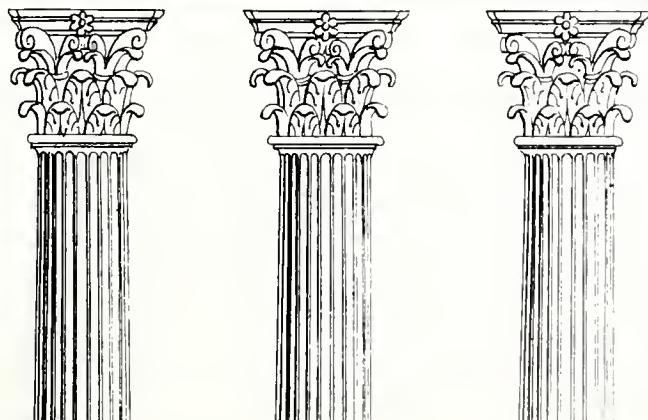
McGehee, who received a master's of fine arts from Washington University, learned of the program through her alumnae magazine two years ago. She suggested it to the curriculum committee, which was then working on the new curriculum. The committee is so enthusiastic about dual degree programs that they are seeking

other suitable ones, says Dean Hall.

The College now maintains dual degree programs with Georgia Tech in engineering, information and computer science, industrial management, management science and biotechnology. These five-year programs award bachelor's degrees from both institutions.

What's more, says Dean Hall, dual degree students receive priority over other applicants. "That's the beauty of a dual degree," she says.

McGehee is exploring a dual master's program with Tech similar to the one at Washington University. Hall commends the art professor's initiative. "Professor McGehee knew that department chairs are supposed to be aware of the quality of graduate programs available to students," she says. "This helps Agnes Scott be part of the national perspective that we all consider to be so important."



Students raise banner of protest in Forsyth

Even someone hibernating in a bear cave for the winter has probably heard of the brotherhood march in Forsyth County, Ga. on Jan. 24. News media from all over the country—and the world—swarmed into the small county north of metropolitan Atlanta, the site of one of the largest protest marches since the 1960s.

More than 45 Agnes Scott students joined the march on a frigid Saturday morning. Charna Hollingsworth '87 and Dara Davis '88 organized the students, some of whom drove themselves or found alternate means of transportation.

Tanya Savage '89, chosen to speak on the Forsyth County Courthouse steps, gave clear reasons for going. "It's almost an obligation," she said. "Every generation has had to fight for their

freedom just so I could have mine. For me not to have gone would have been like saying to my children, 'You're not worth the effort.' "

The march responded to an earlier attempt by blacks and whites to "walk for brotherhood" in honor of Martin

"I don't think I'm naive enough to think it wiped out all their ugly thoughts, but it gave them something to think about."

— Geraldine Crandall

Luther King Jr. on Jan. 17. The 90-odd marchers, violently harassed by 400 white counterdemonstrators were forced to disband.

Black residents left Forsyth County in 1912 when white residents forced them out

after the rape of a white woman and the lynching of her accused assailant.

But on Jan. 24, more than 20,000 marchers—a third of them white—gathered in Forsyth County. National and local political leaders came too, along with 2,000 National Guardsmen and 1,000 state and local police.

Carolyn McFarlin, secretary to the president, and Global Awareness Director John Studstill drove the College van with some students to the march. Both staff members had participated in civil rights demonstrations in the '60s. The overwhelming difference, noted McFarlin, was that the militia was protecting the demonstrators, rather than hurting them. She said they offered "a human wall of protection."

Geraldine Crandall, an RTC student participating in her first civil rights march, said, "You have such mixed emotions about them. Here's

this extremely powerful show of force, yet it's so sad that you have to call out 2,000 National Guardsmen to protect for people something that is their's in the first place."

John Studstill believes the march should be placed in a broader perspective. "It's very important for people to put this into context and see this not as Forsyth County being any worse than anyplace else, but rather [to see] the sense of frustration on the part of blacks and other minorities who see very little actual progress."

Most of Agnes Scott's marchers found little to fear, even those closest to the most hateful epithets and jeering.

Ultimately, most felt it a positive experience. Said Tanya Savage, "It was an experience every young person in America should have. It makes you see a community larger than yourself."

Come join us for a great time during the week of June 14-19 at Alumnae College.



Live in residence halls, attend classes, renew old friendships and make new ones in a stimulating learning environment. Agnes Scott faculty will teach the classes.

□ Linda Lentz Hubert '62, associate professor of English, will teach "Three Georgia Writers: Carson McCullers, Flannery O'Connor, Alice Walker;"

□ Ronald Byrnside, Charles A. Dana Professor of Music, explores "American Popular Song as Social Comment;"

□ Wallace M. Alston Professor of Bible and Religion Malcolm Peel will offer "Gods,

Pharoahs and Mummies: A Study of Ancient Egyptian Life and Religions;" and □ Alice Cunningham, William Rand Kenan Jr. Professor of Chemistry, will discuss "Topics in Conversational Chemistry."

Alumnae will receive a brochure with complete information and a registration form in the mail. Others interested may call the Office of Alumnae Affairs at 404/371-6323 or write: Office of Alumnae Affairs, Agnes Scott College, Decatur, Ga., 30030.

In the recent 1985-86 President's Report the following alumnae and friends were omitted or misplaced in giving clubs. They are generous people who not only support the College through their contributions, but also by participating in the corporate matching gift program. We deeply regret this oversight and hope everyone listed will accept our sincere apology.

Tower Circle

Ruby Rosser Davis '43
Helen Virginia Smith Woodward '43
Vivian Conner Parker '62
Sharon Lucille Jones Cole '72
Mr. Madison F. Cole Jr.
Mr. Ovid R. Davis
Mr. Kenneth J. Hartwein
Mr. J. E. Parker
Mr. Thomas E. Stonecypher
Dr. Albert C. Titus
Mr. W. Leroy Williams
Dr. William D. Woodward

Colonnade Club

Frances Cornelia Steele Garrett '37
Barbara E. Wilber Gerland '43
Susanna May Byrd Wells '55
Marcia Louise Tobey Swanson '60
Elizabeth Withers Kennedy '62
Christie Theriot Woodfin '68
Mr. J. E. Faulkner Jr.
Mr. Franklin M. Garrett
Mr. Louis A. Gerland Jr.
Mr. James R. Kennedy
Mr. John W. McIntyre
Mr. Robert H. Ramsey
Mr. Richard M. Schubert
Mr. Brian C. Swanson
Mr. James R. Wells
Mr. Richard H. Woodfin

Century Club

Mary Lyon Hull Gibbs '36
Martha Ray Lasseter Storey '44
Betty Jane Foster Deadwyler '51
Marion Greene Poythress '61
Mildred Love Petty '61
Ann Tear Gallant '68
Carol B. Blessing Ray '69
Lynn Wilson McGee '77
Janet Marie Bradley Fryzel '79
Helen Ruth Anderson Arrington '81
Jennifer Louise Giles Evans '81

Marjory Sivewright Morford '82
Mr. Thomas S. Arrington
Mr. Eugene E. Brooks
Mr. Robert Keith Chambliss
Mr. Joe Davis Deadwyler
Mr. Vaughn R. Evans
Mr. Edward S. Fryzel
Mr. Phillip Gallant
Mr. Frank H. Gibbs Jr.
Mr. John Hollerorth
Mr. Vernon E. Jackson
Mr. Boyd G. Lyon
Mr. Joseph McDonald
Mr. David L. McGee
Mr. F. M. Mitchell
Mr. John Mark Morford
Mr. Thomas E. Morris
Mr. Jack Moses
Mr. Robert C. Petty
Mr. Joseph E. Poythress
Mr. J. Billie Ray Jr.
Mr. Angus J. Shingler
Mr. Wallace A. Storey
Mr. Phillip S. Vogel
Mr. Wendell K. Whipple

The following scholarship funds were inadvertently omitted from the President's Report. We apologize for any inconvenience this may have caused.

JOY WERLEIN WATERS SCHOLARSHIP FUND of \$2,956.
EUGENIA MANDEVILLE WATKINS SCHOLARSHIP FUND of \$6,250 was established in 1915 as a memorial to this 1898 graduate of the Institute by her father and Agnes Scott trustee, L.C. Mandeville, of Carrollton, Ga., and her husband, Homer Watkins, of Atlanta.
WILLIAM GLASSELL WEEKS MEMORIAL SCHOLARSHIP FUND of \$26,000 was established in 1963 by his wife, Lilly B. Weeks, of New Iberia, La. Their four daughters are alumnae: Violet (Mrs. Maynard M.) Miller '29, Margaret Weeks '31, Olive (Mrs. Henry C.) Collins '32 and Lilly (Mrs. Lee D.) McLean '36.
LULU SMITH WESTCOTT SCHOLARSHIP FUND of \$36,481 was established in 1935 by her husband, G. Lamar Westcott, of Dalton, Ga., in honor of this 1919 graduate of the College. Mr. Westcott served actively as a trustee for more than 30 years. Preference is given to students interested in missionary work.

LLEWELLYN WILBURN SCHOLARSHIP FUND of \$2,190.
JOSIAH JAMES WILLARD SCHOLARSHIP FUND of \$5,000 was established in 1919 as memorial to this Presbyterian business leader by his son Samuel L. Willard of Baltimore, Md. Preference is given to daughters of Presbyterian pastors of small churches.
IRENE KING WOODRUFF SCHOLARSHIP FUND of \$977,621 was established in 1983 with a bequest from this friend of the College and wife of George W. Woodruff, Trustee Emeritus. Her mother, Clara Belle Rushton King was an alumna of the Institute. The income is to be used for women in the Return to College Program.

NELL HODGSON WOODRUFF SCHOLARSHIP FUND of \$1,000.
HELEN BALDWIN WOODWARD SCHOLARSHIP FUND of \$25,365 was established in 1963 by her daughter Marian Woodward (Mrs. John K.) Otle of Atlanta. Preference is given to students of outstanding intellectual ability and character.
ANNA IRWIN YOUNG SCHOLARSHIP FUND of \$13,531 was established in 1942 by Susan Young (Mrs. John J.) Egan, an alumna of the Institute, in memory of her sister, an 1895 graduate who served as professor of mathematics for 22 years. Preference is given to students from other countries.
MASON PRESSLY YOUNG SCHOLARSHIP FUND of \$26,250 was established in 1979 by the Blake P. Garrett Sr. family of Fountain Inn, S.C., in memory of this long-time Presbyterian medical missionary to China and father of two alumnae: Louise Young Garrett '38 and Josephine Young (Mrs. Francis) Sullivan '44 of Greer, S.C.
ELIZABETH GOULD ZENN MEMORIAL SCHOLARSHIP FUND of \$5,650 was established in 1982 by her family and friends as a memorial for her 35 years as professor and chair of the Department of Classical Languages and Literatures.
LUCRETIA ROBBINS ZENOR SCHOLARSHIP FUND of \$2,453.

Learning never ends

Some of life's greatest adventures begin at 60. That's the motto of Elderhostel, a program Agnes Scott will host this summer from June 14-20. Elderhostel allows people over 60 to live on a college campus for a week or more and take up to three non-credit courses in the liberal arts and sciences.

At Agnes Scott, students will study **Ancient Theatre Production** with Assistant Professor of Classical Languages and Literature Sally MacEwen, **Selected Public Policies** with Sally Davenport, assistant professor of political science, and take a **Survey of Jazz Styles** with Music Department Chair Ted Mathews.

The \$205 fee covers tuition, room and board, as well as the use of campus facilities and extracurricular activities. Those interested should contact Mollie Merrick '57, director of campus events and conferences, at 404/371-6394.



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AGNES SCOTT

ALUMNAE MAGAZINE FALL 1987



The Role of a Lifetime By Marsha Norman

A light breeze played with my skirt as I walked across campus on my way home. Above the athletic field and lumpy brick sidewalk hung a clear blue sky, a tranquil beginning for fall.

I glanced toward the amphitheatre and noticed rope hanging from a tree. Curious, I left the sidewalk and headed across the field to look closer. Stone "pilings" seemed to stick up from the amphitheatre. Maybe they are storing construction supplies down there, I thought, and kept on walking.

At the rim of the amphitheatre, I looked down and began to laugh. I had just been drawn to part of an art exhibit — "Inside/Outside" — inside and outside Dana Fine Arts Building. Had I started my walk at Dana, markers would have guided me to the sculpture by artist Jeff Mather, with the phrase "When you're on land, you smell the sea. When you're at sea, you smell the land."

As Atlanta Constitution art critic Catherine Fox wrote, Mather's "Snug Harbour" is "one of his best [works] to date. With a minimum of means and the cunning of a stage designer, he transforms the college's outdoor amphitheater into a reverie of a harbor. . . . The objects he uses are few. A series of mesh boxes are banded by black frames hanging on hooks from a rope. The rope (attached to poles at either end with sailor's knots, of course) slopes down over the central aisle into the amphitheatre and between a series of monumental, slanting "piers," gray columns recycled from his last piece and arranged in a row of V-shapes on the theater floor. Ropes strung together like nets are attached to trees to the right and in back of the mysterious cargo."

Mather's work was a surprise if you were expecting building supplies.



I've had other surprises this fall. One evening I saw the Dixie Darlings rehearsing with Professor Marilyn Darling on the porch of Rebekah. The gymnasium and infirmary are being converted into the Wallace M. Alston Campus Center, and any wooden floor space is in demand for rehearsals.

Another morning I came to work to find the old gazebo being moved to the quadrangle. In the weeks that followed, the roof was restored and the lower parts rebuilt to duplicate its original appearance.

And of course, I continue to be surprised to meet more and more alumnae and to learn what they are doing. Atlanta will host the 1988 Democratic National Convention, and Agnes Scott will certainly be

touched by the political pitch next summer.

We would like to use the occasion to feature alumnae of whatever political persuasion who have been active politically. If you or an alumna you know has been active politically — as an elected official or as a volunteer — we would like to know about it. Call us at 404/371-6315 or write to us at Alumnae Magazine, Buttrick Hall, Agnes Scott College, Decatur GA 30030.

In our centerfold, we have a surprise for you. The kickoff of our Centennial Campaign, "Keeping the Promise." Numerous alumnae and friends have been at work laying the foundation for this campaign, and faculty and administrators have exciting plans for the College that depend on the new support only a campaign can generate. We will be telling you about Agnes Scott's academic plans as the campaign progresses. We will also be planning material for magazines during the Centennial Celebration year. We welcome your ideas and suggestions. — Lynn Donham.

Editor: Lynn Donham, Managing Editor: Stacey Noiles, Art Director: P. Michael Melia, Editorial Assistant: Liliana Perez '87, Student Assistant: Laura Sizemore, Editorial Advisory Board: Katherine Akin Brewer '76, Dr. Ayse Ilgaz Carden '66, Susan Ketchin Edgerton '70, Karen Green '86, Ina Jones Hughs '63, Mary K. Owen Jarboe '68, Tish Young McCutchen '73, Lucia Howard Sizemore '65, Elizabeth Stevenson '41

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Like other content of the magazine, this article reflects the opinion of the writer and not the viewpoint of the College, its trustees or administration.

In your spring issue, I am not nearly as interested in the two pages devoted to letters about the use of Mrs. and Ms. as I am in the short one-half page article on page 34 about ASC students (only 45 however) raising the banner of protest in Forsyth [County, Ga.] Hallelujah! At last Agnes Scott does something about the race issue. I also think it should have been mentioned (without naming the donor) that at least one alumna (maybe me) gave the College \$1,000 as a reward for this protest.

Name Withheld

In the article "Making Decisions About Morality" in the spring issue, there was no mention of morality based on Judeo-Christian principles. Dr. Isabel Rogers said that "today's youth . . . will not be forced into the rigidity of the 1950s." With the results of adultery, fornication, and sodomy being uncontrolled VD, herpes, and now AIDS, perhaps the "rigidity" or morality of the 50s wouldn't be such a bad idea.

Today's youth have been taught in various sex education and health courses to believe that anything goes. It's an if-it-feels-good-do-it mentality. The humanist would have us believe that we evolved, and therefore are only higher animal forms. The Christian knows that we are made in the image of God, and do not have to behave instinctively.

God has given us a pattern to follow of sex within the marriage bonds. When we follow His principles, we will reap fulfillment. When we deviate from that, we are seeing what happens.

Caro McDonald Smith '58
Marietta, GA

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The Role of a Lifetime

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The play's the thing! Writer Marsha Norman artfully instructs how to write your own life.

Playing Your Cards Right

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While some women may feel the decks are stacked against them in terms of power, others know better.

Love Carefully

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As AIDS continues to take its toll, college officials struggle to steer students out of harm's way.

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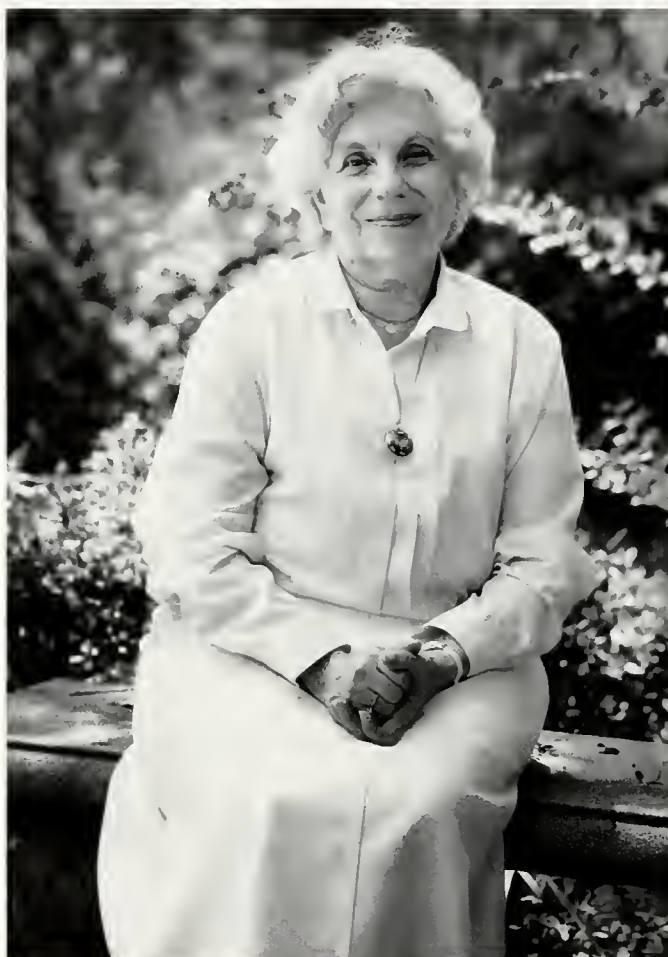
Dorothy Joyner's circle of friends encloses many

It may seem a contradiction to say that one can stay put *and* travel widely, but Dorothy Travis Joyner '41 has done exactly that. Born in Atlanta, she has lived away from its metropolitan area for only two years. She majored in Greek and Spanish — a narrow area as career planning goes. Yet her liberal arts background opened the doors to two jobs, she says, "at a time when one was grateful to get any job at all," and has brought to her a lifetime of intellectual and spiritual pleasure.

Married to Georgia Tech graduate Hugh Joyner for 39 years, Dot and Hugh Joyner have launched day-long acquaintances and lifelong friendships in a circle of ASC alumnae throughout the country.

Mrs. Joyner is known to be available for any task where a "work horse effort" is needed. Named an Outstanding Alumna for Service to the College, she was thrilled when after accepting her award husband Hugh was named a Friend of the College for his years of "gluing chairs, hanging curtains, painting signs for Alumnae Weekend activities, and countless trips to the airport."

Her official roles comprise a formidable list: vice president of the Decatur Alumnae Club, longtime class secretary, class reun-



Dorothy Travis Joyner

ion planning committee member, Alumnae Association Club Chair and House Chair. And though she has also shared her time and talents with several community organizations, Dot Joyner has invested herself consistently in Agnes Scott.

"It's been a way of making little installments on a big debt," she explains. The College nurtured her love of learning, and brought special kinds of friendships into her life. "You find instant communication with liberal arts people. It transcends

age. I feel it with young alumnae as well as with those who graduated long before me. I owe nearly all of my close friendships to that College. And when you think of it that way, I owe more than I have paid."

She is philosophical about alumnae involvement in the campus. "When you graduate," she says, "you usually are frantic to get a job. It's about 15 years before you go back to your roots."

Her own involvement began when a friend in-

vited her to a Decatur Club activity. She discovered that it was like "going home." Looking back on her longstanding record of service, which she insists was "just picky little things — nothing creative or distinguished," Mrs. Joyner feels that working for the College "is the most selfish thing I've ever done in my life, because I've enjoyed it so much."

Despite the rounds of new voices on the phone, new faces and names that her alumnae work brought over the years, Mrs. Joyner says she was the "class mouse." When she learned that she was receiving the Service to the College Award, she began to fret over making an acceptance speech. She confided to classmate and longtime friend Elizabeth Stevenson '41 that public speaking terrified her — a fear that Elizabeth, despite many distinguished years of teaching at Emory University, shared.

At Alumnae Weekend, as they awaited the announcement of Mrs. Joyner's name, the two friends once again shared their jitters. "Suppose one of us drops dead at the podium!" said one.

"Suppose *both* of us drop dead at the podium!" said the other. "What do you think they'll do?"

"Well," said Elizabeth, undoubtedly drawing on her ingrained sense of Agnes Scott tradition, "they'll write it up." — Jane A. Zanca '83

MARYANNE MITCHELL

New York had to wait for Carolyn Forman Piel

When asked why she chose a career in medicine, Carolyn Forman Piel '40 says, "So I could get to New York!" Eventually she did, but not for long. Most of her days as a doctor have been spent high atop a hill in San Francisco's University of California Medical Center, overlooking that city's gingerbread Victorian homes and elegant cathedrals.

On the second floor of the 400 Parnassus Building, large white arrows guide visitors past lilliputian water fountains, a gallery of children's drawings, and a brightly decorated playroom to the Children's Renal Center. Here Dr. Piel prepares lectures, conducts research and sees patients in her effort to treat children's kidney disease.

Science first drew her interest when she took a biology class at Agnes Scott. After graduating Phi Beta Kappa, she went on to Emory University and received a master's of science in 1943. She attended medical school at the University of Alabama in Tuscaloosa for 18 months. "We were in the War then," she remembers. "Men in class were in uniform." She was one of two women.

Completing her medical degree in the Midwest (the best Eastern schools would

not accept women) at Washington University in St. Louis, she was all set to go to New York for her internship when she ran into one of her former professors from the University of Alabama. When he heard she was going to New York, he told her, "You don't want to go there."

"So he picked up the phone and called the supervisor at Philadelphia General Hospital," she says. "And that's where I went." Her trip to Philadelphia would greatly influence both her professional and personal life.

As an intern, she joined one of the hospital's pathologists in early kidney research. She then began

residency at Philadelphia Children's Hospital. "I chose pediatrics because I like children," she says. "It was very difficult to get a good internship in internal medicine." She stayed there two years and met her husband, Dr. John Piel, also in pediatrics at the hospital.

Carolyn Forman's trip to New York finally came in 1949, when she received a fellowship in pediatric nephrology at Cornell Medical School. Two years later, before her marriage, she was invited to teach at Stanford Medical School. John Piel was working at a prominent medical practice in San Francisco and enjoyed the West Coast.

Dr. Carolyn Forman Piel



"Here I was going West," recalls the doctor, "and I hadn't intended this at all. I wanted to stay in New York." She taught at Stanford until 1959. When the university decided to move its medical school out of the city, she went into private practice for a year. "My husband had a cancer from which he recovered, but at that time we didn't know what would happen. Teaching salaries were so low, I decided I'd better go into practice." After her husband became well, she returned to academic medicine at the University of California Medical Center.

Since 1973, she has been an examiner for the American Board of Pediatrics, traveling across the country to conduct oral exams. She has been a member of the Board since 1980 and was elected its first woman president in 1986.

Dr. Piel and her husband have reared four children, ages 24 to 33. As their family began to grow, the Piels moved from their first San Francisco home, a furnished apartment, to a grand home on a nearby hill. "It was huge and had no furniture," she says. "When the children were little, they used to roller skate in these large rooms on the first floor. Then 30 years later, when we finally had time to furnish [the house], we sold it and moved back to our original neighborhood." —Lisa Harrington



Evelyn Baty Christman

From Mortar Board to chair of the board for Evelyn Christman

Sometimes the clearest insights about a person come from their friends. So it is with Evelyn Baty Christman '40. Says her friend and former classmate Eleanor Hutchens, "Evelyn always rises to the top—like cream."

One of this year's Outstanding Alumnae for Service to the Community, Ms. Christman has risen to the top—"and naturally so," continues Dr. Hutchens. "Evelyn was the one everybody admired; the one who never said a word against anyone; the chief mind in the midst of every organization she joined."

Ms. Christman's resume reflects a similar rise. First on the list is chair of the board and chief executive officer of Landis Construc-

tion Company. It is a position Ms. Christman says she "fell into" when her first husband, Fred Landis, died in 1976. She also says she "fell into" teaching after graduating from Agnes Scott with high honors and as a member of both Phi Beta Kappa and Mortar Board. Her teaching career officially lasted nine years.

As a member of New Orleans' Business Task Force on Education in 1980, Ms. Christman was the only woman among 40 chief executives. She served as vice-chair to this group, which was appointed to improve public schools in the city.

Not only does Ms. Christman serve on a multitude of committees, she consistently leads each organization she serves. She was president of the Greater New Orleans Federation of Churches,

chair of the Council of Presbytery of South Louisiana, and chair of the board of trustees for Xavier University. The list goes on and on.

Ms. Christman's favorite organization, and perhaps the one she has served the longest is the League of Women Voters. Her interest began in an "American Parties and Politics" class at Agnes Scott. When she discovered that Jefferson Parish had no League of Women Voters, she started one. In 1952 she served as its president. When she moved to New Orleans, she soon became president of their league, and in 1975 she headed the state organization.

Ms. Christman credits Agnes Scott as the "strongest influence in my life. Everything I do is an outgrowth of my years there." The present CEO attended Agnes Scott only after receiving a \$700 full-tuition, room and board scholarship.

She remembers her College class as "the Depression" class and cites the tremendous influence of then-president James Ross McCain. "Our generation was a transition generation in more ways than one," she says. "In our time there was no such thing as women's rights. But at Agnes Scott we were taught to be independent, responsible and resourceful." To those who know her, Evelyn Baty Christman personifies these traits. — Linda Florence '89

Jeanne Roberts earns respect as a leading Shakespeare scholar

The award to Jeanne Addison Roberts '46 for Distinguished Career brought no surprise to her classmates or to those who admired her as a senior in college. She was a member of Mortar Board and Phi Beta Kappa, vice-president of her class, as well as an honors student.

With a master's from the University of Pennsylvania in 1947, she taught a year at Mary Washington College and started on a doctorate at the University of Virginia. She served as English department chair at Fairfax Hall Junior College, married and had two children, taught at the American University Association Language Center in Bangkok from 1952-56, and at the Beirut College for Women until 1960. Eleven years after graduation, Jeanne Roberts already had a career of considerable distinction.

She returned to the States in 1960 to teach at American University in Washington, D.C. In eight years, she had earned the rank of full professor. Along the way, she completed her doctorate with the dissertation, "A History of the Criticism of 'The Merry Wives of Windsor.'" The play remains a major scholarly interest. Considered an expert outside academe as well, she is often consulted by New York's Metropolitan Opera when they

perform Verdi's "Falstaff," based on the roguish character found both in "Merry Wives" and "Henry IV."

Her reputation as a Shakespearean scholar was sealed this year with her election as president of the Shakespeare Association of America.

Her reknown goes beyond the classics. Memye Curtis Tucker '56 adds that Jeanne Roberts is admired not only as a scholar but as a person who shares and continues to grow. Many Agnes Scott English majors who now teach can remember key words of encouragement or an endorsement from Dr. Roberts that made a difference in their careers. Friends know her as one who has used her influence or power to enrich other people's lives.

One example is the Summer Institute on Teaching Shakespeare, which she designed, administered and taught at the Folger Library in Washington. With support from the National Endowment for the Humanities, she recruited leading scholars to teach in this program that educates high school teachers about recent Shakespearean scholarship.

Scholarship aside, Jeanne Roberts also finds great pleasure as a grandmother. She says the best decision of her life was to marry Markley Roberts, the son of Agnes Scott alumna Frances Charlotte Markley Roberts '21. — **Dabney Adams Hart '48**

Public health pioneer Betty Whitehead honored for service

When Betty Gordon Willis Whitehead '37 entered medical school at the University of Virginia at 20, her male classmates seemed "like having 50 brothers." Little else has fazed her since. In April she was honored by Agnes Scott as an Outstanding Alumna for Community Service.

Her mother, who had been unable to realize her own dream of a medical career, encouraged Dr. Whitehead's medical ambitions early on. After earning her medical degree, Betty Willis married Dr. Cary Whitehead, and together they served the Chatham, Va., area for 14 years.

In 1962 the couple and their five children moved to Alaska "to practice medicine and seek a simpler way of life." Soon after, her husband drowned in a boating accident. She and her children moved back to Virginia, where she became physician and infirmary administrator for Sweet Briar College.

While at Sweet Briar, she became impressed that people living in what she calls "a good state-of-being" tended not to become sick. Conversely, those in a bad situation or depressed states seemed vulnerable to all sorts of illnesses. Curious about the mental-emotional aspects of health, Dr.

Whitehead returned to college at age 56 — this time earning a master's degree in public health from the Univ. of North Carolina at Chapel Hill.

"I went back to school in 1973 to find out what I had missed the first time," she says. "Education is wasted on the young. Going back to school in later years gives one the benefit of time and experience that help you to put things together and understand."

After graduating in 1974, the doctor joined the city and county of Danville/Pittsylvania, Va., to develop their mental health services department. By the time she retired, Dr. Whitehead had become executive director, supervising 65 employees in the alcohol and drug, mental retardation, mental health and prevention divisions. Her colleagues view her as "an effective health professional, a most capable administrator, a tough but

beloved supervisor, and an advocate for those least apt to speak on their own behalf."

Dr. Whitehead's main interest is promoting health. She often felt that in treating disease she just "administered bandages, not treated the underlying maladies." The current professional trend toward prevention pleases her.

Dr. Whitehead sees a liberal arts education as the preparation every medical student should have. And while she gives high marks to her education, she values the friendships she made at the College most.

In retirement, Dr. Whitehead finds time to clean out old files and travel. "There is a lot of peasant in me," she says. Fond of doing things with her hands, she enjoys pulling weeds at her log house near Chatham, baking bread and knitting.

— **Donna Evans Brown '68**



Dr. Betty Gordon Willis Whitehead



Illustration by Brenda Losey

I want to begin by making a few announcements. Some of the last, thank God, announcements you will ever have to listen to.

1) These have not necessarily been the best years of your life.

2) You do not have to remember everything you have read here. Just the titles will be enough . . . and

3) What they will think of you in twenty years will not depend directly on what they've thought of you here.

That's really all I have to say. Those of you who wish to sleep or write poems on the back of your program, may do so at this time.

For the speech, like the rest of your future, is inevitable now. And a commencement speech, sadly enough, must observe certain rules.

I learned these rules from the dean of Fordham College in New York City, where I gave my first com-

ment address a few years ago. He said that graduates were a very diverse group and that any attempt to interest all of them in anything would fail miserably. Then he said that no intelligent person could be certain there would be a future, so there wasn't much point in my looking into it in a speech.

write a play, but how everybody does. How *you* are writing a play as you casually live what you think of as your life.

You may not feel as if you are writing a play, but I promise you, you are. Someday, when you are dead, someone will come across a picture of you in a scrapbook, point and ask, "Who is this?" And someone who remembers you, will gasp and whisper, "That's Aunt June."

All she ever wanted to do, she said, was marry Uncle Rudy and raise a brood of children. But after one week, one week after the wedding, she walked out of his house,

that she had been afraid to confess. Maybe a week with Uncle Rudy had made the Wax Museum look like fun. Or maybe Uncle Rudy was so lively, that she had to admit the waxworks were more her speed.

Whatever it was, Aunt June wanted *something*, and she changed her life to get it. That's what a play is. It's one person wanting something. When you go to see a play, you find out why they want it, you find out what or who stands in their way, and you find out what happened when they got it, or how they felt about it when they didn't.

Now, in case you haven't guessed, *you* are Aunt June. In your life, or as we're talking about it today, in the play of your life, there has to be something that you, as the central character, want. Not something silly like making a lot of money or being

THE

R O L E

LIFETIME

BY MARSHA NORMAN '69X

took the bus to Washington, D.C., and spent her life doing we never knew what because we never went there, but working, we guess, at the Wax Museum.

Now, that may not be a play you'd pay \$40 to go see, but it is a play. Aunt June, for some reason, changed her plan.

If someone were actually to write down this play, they would have to figure out what happened in the week Aunt June was married. They would have to look for a single moment, when we could see her decide to leave. Maybe the Wax Museum was a dream of hers from childhood

happy. But something you can do that will satisfy you, something that will explain what you were doing here, something that will say who you were. It may be a particular line of work, or it may be some achievement — winning a prize, earning a certain position. It could be a personal quality, like being fair, or helpful. It might be something as simple as 'I want a house by the beach.'

It doesn't have to be complicated. It just has to be clear. It has to be sayable in one sentence. And it has to be personal. Everybody wants to make a lot of money and be happy. Everybody wants to have a loving family and be healthy. Everybody wants to be respected and given a chance to grow. So, if you're out there thinking of what it is that you want, it can't be anything vague like

love, all right? It has to be precise. Maybe you want to have your picture on the cover of Time Magazine. Maybe you want to set one of your feet down on the moon. Maybe you want to write the great American novel or solve the problem of the homeless in America. Any of those will do. But you're the author, so you decide. Just remember. Precise and personal.

Now, the first scene in your play will tell us what you want. If you don't want anything, then that's pretty much what you're going to get. And when somebody asks who you are in the scrapbook, the answer is going to be "I don't know."

I am sure a great many of you can already say what you want. And your graduation today represents a step you have taken toward getting it. Good. That's the next scene in the play. What you did to try to get what you want. If the main character simply dreams or hopes, the audience isn't going to get very involved.

Remember, in writing a play, you want the audience rooting for the main character. If the main character does nothing, or stands in her own way, then the audience will go to sleep 'til intermission, at which point they will leave. And you don't want people leaving your play, your life, I mean. You need them.

Now, along the way in the play, you need some history. You need to explain where this desire of yours came from, what it was that made you want this particular thing. The audience doesn't like dreams that come from nowhere. If you work at it, you should be able to remember a moment, or an incident that set you on this path you are traveling.

The strength of that moment is what enables you to go on walking this path. Maybe it's a painful moment, maybe it was an example someone set. But something started you moving. The audience needs to know what that was.

Now, toward the middle of the first act, the conflict has to start

building. You can't have a play without conflict, just as you can't have a life without conflict. I promise you, whatever it is you want, something is going to stand in your way. We have to know what that is. It might be you. It might be your family. It might be some force in the world. Whatever it is, it won't be a surprise. You can sit here right here, right now, and tell us what, if anything, can stop you from getting what you want. You don't know yet whether it will stop you, but you do already know what it is.

When you tell the audience what could stop you, you must tell them what you have to use against it. How strong are you? How long are you willing to fight? What resources do you have? What friends do you have? But most importantly, how badly do you want it?

The audience watches now, as near the end of the first act, the conflict erupts. You are really up against it. Everything seems to be against you. Your faith in yourself wavers, or maybe your friends forsake you, or maybe you realize you had no idea how strong the enemy really was. At any rate, you the writer send them off to intermission wondering how on earth you are going to get yourself out of this. What is going to happen?

As I am talking, you are probably deciding, individually, where you are in your play, where you are in your life. Have you walked on stage yet? Have you faced the conflict yet? Have you lost a few battles or won a few battles? Where are you in your story?

This is a good moment to remind you that whatever else happens, you must remain the central character in your story. And you must remain active. You can't write plays about victims. Nobody wants to watch for two hours while things just happen to somebody. You cannot write a play about a passive central character. Well, I guess you can, but nobody's going to come see it.

If you find that, from time to time,

you lose interest in your life, it's putting you to sleep, that even you would like to walk out of it, you probably have the passive central character problem. If you're bored, it's probably because you haven't done anything lately.

Incidentally, I've forgotten to say that the audience for this play of your life is not the ticket-buying public. It's you. Oh sure, your family will watch it, and your friends will see it from time to time, but you are the one who's stuck there watching your life, full time, day and night. You, the audience, are the only one who's ultimately going to care what happens to you, the main character. And you, the author, are the only one who can make it something worth watching, something worth being in.

Aristotle wasn't perhaps thinking quite this way when he talked about the unities, but then he wasn't giving a commencement address. And, as a matter of record, he didn't write any plays. I am giving a commencement address and I have written plays. And I say, you are the author, and you are the central character, and you are the audience. If you want to have a good time on stage in your life, all you have to do is write well and follow the script.

Now, it's time for the second act. I don't know how old you are at this point in the play, it's hard to say. Thirty, maybe? Forty, fifty, sixty. The audience comes back, and they're all dying to know what's going to happen to you. They've been to the bathroom and had their orange drink. They sit back down and dare you to finish your life.

This is a good time to let the audience like the character for a moment. It's true in the theatre, and I think for the most part true in life, that if the audience doesn't like the character, they're not going to care what happens to her.

So, what's likeable about you? Anything? Everything? Maybe you're kind to animals or maybe you know more words to more songs than any-

body else you know. It helps if you're funny, but if you're not, well, at least you can laugh when other people are funny.

It is important to show the audience that you're likeable. That doesn't mean you try to make them like you. No, they'll hate you if you do that. Just allow them to see what's good in you. Just let it come out, your sweetness or your silliness or your devotion to your mother or your passion for chocolate, or whatever.

If you know any magic tricks, do them. If you know how to dance, dance. If you can sing, sing. Whatever you can do to make your life, your play, pleasant, do that. It won't kill you to be liked. It might even help. If you don't have any likeable qualities, then the thing for you to do is admit it. We'll like you for that, I know.

As the play progresses, we see more and more clearly what is at stake for you. We know what will happen if you don't get what you want. We know what it means in your life.

Sometimes, in the course of seeing what is at stake, you discover that everything is at stake, and you begin to think that you're going to lose everything, because what you want is just not reasonable. It was not, as they taught you in psychology class, an achievable goal. Well, that's a pretty big problem in a play. The character could never have gotten what she wanted because it wasn't ever possible.

There are some things, even in this land of opportunity, that some of us just can't have. I can't win the Nobel Prize in physics. I can't be a veterinarian. I can't be a man. Fortunately, I don't want any of those things. But if I did, I would have to do a considerable rewrite of my play.

Rewrites are possible. You can pitch a play in the wastebasket and start over. And there are times when you should. Maybe that's what today will mean. That you're starting to rewrite your play, that you're wanting

something new, another chance. If so, I salute you. Rewrites are hard. Harder than writing for the first time, because you can never quite forget what it was you originally wanted. As a fellow writer, I encourage you to use what you used to want, to strengthen your resolve to get what you want now. We all make mistakes, even about what we want. All that mistakes cost us is time and energy. But we have time and energy to spend. The play isn't finished 'til the curtain comes down. Any changes you want to make along the way are fine. It doesn't all have to add up until the end.

Which ending we are getting to now. You'll remember that I said a play has to start with the character wanting something, and end with the character getting it or not. But I will tell you what I know about endings.

First of all, don't count on a surprise ending to thrill the audience. Surprises are only fun in mysteries. You want your life to be a play, not a mystery.

The ending of a play, of a life, should come naturally and easily from everything that's gone before it. What happens to the character, happens because of who the character is. We are no longer writing plays where the gods come in and save people, or destroy them either. The audience just doesn't believe it. The audience likes to see justice, see the character get what she deserves. That makes the audience feel good. It makes them feel that order is restored in the world.

Now, we all know, that people don't always get what they deserve. There is tragedy in the world, there is injustice. There are awful accidents and unpredictable events which affect our lives. But you can't write those things. You should simply pray to the one whose name we are not mentioning that those things don't happen to you. Or for the strength to deal with them if they do.

The ending you should be think-

ing about, the ending you should have in mind as you write every day, is what should happen if justice is to be served. You must think, as author, what will happen to me if I get just what I deserve. That's the kind of ending most plays have. There is more justice than we'd all like to think, in the theatre and in life.

One last thing. You're going to need a title. It can be a working title, based on what you think the subject of your life is now. And you can change that title later, if you want. But if you find you're changing the title of your life a lot, then you will probably have to admit you don't know what it's about.

I like short titles. *Getting Out*, *'Night*, *Mother*. But *Cat on a Hot Tin Roof* sold a lot of tickets, so a long title is not necessarily a bad idea. Knowing what we know about Tennessee Williams now, *Cat on a Hot Tin Roof* seems quite accurate for his life, I think. Actually, that title could describe all our lives from time to time. Perhaps that is why this play is so well-loved.

So what are you going to call this play that has you at the center of it? *Making It Big?* *Doing It Right?* *Taking My Time?* *Fooling Around?* *Getting More Sleep?* Who knows? Only you know that.

And we're back to where we started. I said it was an old writing maxim that you should write what you know. So, you have your degree now, or you will at the end of this ceremony. There are no more assigned topics, no more term papers. You're free to write whatever you want.

Write your Life. If you do it well, I promise you, a great many people, some people you love, some people you don't even know, will see it, and stand, and applaud you. ♦

Marsha Norman won a Pulitzer Prize for her play, "Night Mother," in 1983. This article is taken from her commencement address at Agnes Scott in May.

BY
GAYLE WHITE

ards of their position: no men in sight, and yet women were intimidated by the sign on the door.

Although women's increasing power may not be frequently felt in men's rooms, their economic and social influence usually pervades most other realms, especially women's causes and institutions.

the Central Health Center, the YWCA and the Girl Scouts. She was selected one of Ten Outstanding Young People in Atlanta in 1985.

Women's support of their institutions measure their status in the marketplace, said Frankie Coxe, president of Haas Coxe & Alexander, the oldest and largest fund-raising firm in the Southeast. Ms. Coxe served as a member of the symposium panel "Reflections on Women and the Power of Money."

better the power of money and what money can do," she said.

Educational institutions have a built-in support system in their graduates, she said. As alumnae accumulate influence, the institution can expect to gain. Women's control over money is steadily growing, in corporations and foundations and over the family checkbook.

"We are seeing indirect effects of women being in more control of their lives," said Lucia Howard Sizemore '65, director of alumnae affairs. "We have had several record-breaking years in alumnae gifts to the College. It may be that as women are earning more, [they are] more in control of their lives, and are giving more to their own institutions."

As women's economic power increases, so increases their fund-raising abilities with major corporations and foundations, organizations with

"the big bucks," said Ms. Cox.

"It's a confidence situation. As women see themselves on a peer level with people they're asking for money, they will be better fundraisers."

The acceptability of women's aspirations to power, especially economic power, is a new one, noted Betty Smulian, chair of the board of Trimble House Corp., which manufactures outdoor lighting fixtures.

Traditionally, it was considered unladylike to discuss money, she said. "It was OK to take money from Daddy, OK to take it from husband, but not OK to think of money as something to achieve on your own as a career goal or a reward." Money was not a nice word, she said, "especially in mixed company."

"Women are coming to realize the value of economic power — that

there is power in money and it's not a crime to recognize and aspire to it, and to realize what money can accomplish in a positive sense."

Ms. Smulian serves on the Committee of 200, a group of women who own businesses with gross sales over \$5 million annually or who run companies with assets of \$20 million or more.

"This is a fantastic group of achieving women," Ms. Smulian said. "They serve on important boards. They are catalysts for projects to improve their states and cities. They are lobbyists for many concerns. And they are listened to, not only because of their considerable talents, but also because of their economic clout. They are the button-pushers and they get involved." Most American women, especially Southern women, have yet to reach this stature, however.



ROB BRINSON



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A "second peg," she said, is age, and a third is wealth.

Instead, women need to use their talents and positions — from wife to Supreme Court justice — to do the best they can for themselves and the community, said Ms. Cramer.

But to do so, they must overcome their own insecurities, or pull away from the stakes.

"It is very uphill work being insecure, and profoundly exhausting," says a character in "The Tightrope Walker," a murder mystery by writer Dorothy Gilman, best known for her Mrs. Polifax series about a middle-aged widow who becomes a CIA spy.

Women who feel insecure and embarrassed about power should focus on goals instead, speakers at the seminar said.

"I didn't think of the power in any of the jobs I've had," said Marjorie Fine Knowles, dean of the college of law at Georgia State University. "I thought of what I could get done. That's an aspect of women's socialization that I wish were spread more widely among men."

Even Frankie Coxe, a successful and influential woman by anyone's standards, said she prefers not to talk about power. "I prefer to think of goals, challenges."

After poring through self-help books from "Power!" to "Success!" to "Dress for Success," and even "The Art of Deception" and "Eat for Success," Dr. Siegel gave up on her blue blazer, closed pumps, Rolex watch and burgundy brief case — the "power uniform" — and turned instead to a book called "In Search of Excellence."

"It points out that good leaders, successful leaders, powerful leaders, are not those who dress for success, not those who do all the things in the art of deception. It's those who truly are feeling good about themselves, feel good about others, see their role as freeing, not restricting," she said. "[Those] who think of themselves as being authentically themselves."



Once women decide to spend their energy on pursuits more constructive than treading the waters of their own insecurities, they must decide how to channel their efforts. Change will happen anyway, noted Ann Cramer. But women need to know not only how to change things, but how to affect the change that's naturally going to occur.

Women have to make sure they use their energies, power, or influence in ways that benefit themselves, their communities, and all of society. The burden of touting many causes has historically fallen to women. Network newswomen point out that only when those organizations hired female reporters were stories about battered women, child abuse, and the inequalities of the divorce laws treated as serious national issues on the nightly news.

For example, one speaker took part in a Chamber of Commerce project on "The Community in the Year 2000." It fell to the three women among 80 committee members to discuss the arts, children, education, health and human services, while the men focused on transportation, development, and economics.

So in considering their uses of energy, women should not forget the continuing battle to wipe out discrimination, noted Dean Knowles. She expressed frustration with law students who fail to see the need to work for change, until they are shut out of major firms or denied promotions because quotas for women have already been filled. "I thought we learned a long time ago that as long as we kept it an individual problem it never got solved," she said.

As women combine their talents and resources to work on community and gender problems, they may find their individual problems easier to solve. Women's institutions, already doing great things for women, can

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do even more as their graduates support them to a greater degree.

"Prisms of Power" was the idea of Lowrie Alexander Fraser '57, then chair of the Alumnae Board's continuing education committee and a member of the Atlanta Women's Network. "Doing the symposium appealed to us because we felt Agnes Scott had always provided women with an opportunity to find their own abilities," noted Lucia Sizemore.

She cites other examples: Mary Duckworth Gellerstedt '46, first woman president of the Atlanta Symphony Board of Directors — not the auxiliary — and a member of "forty"leven" other boards; Susie Goodman Elson '59, president of the National Mental Health Association; and Dr. Carolyn Piel, '49, the first woman president of the American Pediatrics Board.

Whether they are in the boardrooms or the nurseries, managing employees or their own children, drawing six-figure salaries or volunteering in a church soup kitchen, women can exert tremendous power. But once women gain power, they share the same dilemma as men.

"What is our power for?" asked the Rev. Nancy Hastings Sehested, who had the courage and the conviction to become a Southern Baptist minister at a time when few women can.

"It is power to say 'no' to those who build separations, and 'yes' to those who build communities. It is power to call people and institutions to break down barriers that divide people, whether they are barriers of race or sex or clout or intelligence or economics. It is the power to heal pain and brokenness. It is the power to facilitate change. It is the power to play midwife, assisting people to give birth to their full humanity. And somewhere we've got to build a community where people are transformed from old oppressive ways, where the old ways pass away and all things become new." ♦

Gayle White is a writer for The Atlanta Journal.



SPRINGER/BETTMAN FILM ARCHIVE

*Sexual issues have
brought controversy to
nearly every generation.
Because of the threat of
AIDS, students' choices may
now involve deadly risks.
On campuses nationwide,
there's a new message:*

LOVE

CAREFULLY

In Africa, where AIDS has reached epidemic proportions, an idiom is making its way into the vernacular that translates into English as "love carefully."

U.S. college administrators find themselves grappling with ways to get students to listen to—and heed—this message.

Agnes Scott began last February with a series of lectures on sexuality. For three days Dr. Isabel Rogers '45X, recently elected moderator of the General Assembly of the Presbyterian Church and a professor of applied Christianity at the Presbyterian School of Christian Education, spoke with students individually and collectively on sexual ethics and morality.

"What I liked about Izzie's presentation is that she didn't tell us what to do or what to believe," said one

student later. Instead Dr. Rogers hoped her lectures would "help build in young people the kind of maturity [where] you don't have to tell them what to do."

According to College Chaplain Miriam Dunson, the idea for the series came about after faculty, staff and students discussed issues of importance to students. "One of the first topics that emerged was: 'How do you make ethical decisions?'" said the chaplain. But it soon became clear that the greatest concern to students was how to make ethical decisions about sex and sexuality.

Dr. Rogers' task was to allow students to create a context within which to think about these issues and make their own decisions, explained the Rev. Dunson. "There's a need for

a community like this to engage in moral discourse," she says, "not to pull back or polarize, but to engage in conversation."

Dr. Rogers had lots to say about sexuality and a person's response to it. "On the one hand, we say we want to be free, we want to enjoy sex as simply a natural part of life," she notes. "On the other hand, for us [sex is] not natural. We are preoccupied with it, titillated by it. It's something mysterious and evil and sort of forbidden to us."

Within a theological context, sexuality becomes as complex as the whole spectrum of human relationships, she says. She quotes British theologian Norman Bittinger as saying: "Sexuality is not only part of God's creation; it is perhaps the central clue to what God is up to in the world."

BY STACEY NOILES

Lessons on casual sex

Young women in the '80s seemed to learn a lesson from their predecessors of the previous decades. Casual sex might be fun for a while, but in the long run it alienates — making the body a “pleasure machine,” in Dr. Rogers’ words, with no real connection or feeling for each sexual partner. But what constitutes casual?

Among female college students there is more often an ambivalence about sex. At a single-sex institution like Agnes Scott, differing ideas about sex and morality can clash loudly in such a close setting.

Some young women are adamant about abstaining from sex until

way than I am now. A lot of that is maturity — being able to accept other people’s ideas as well as my own — being secure in what I feel is right and what I don’t feel is right.”

Social scientist Mirra Komarovsky studied college sexual norms as part of her book, “Women in College.” Her study followed 232 students at a northeastern women’s college from freshman to senior year. Of these students, 51 percent were still virgins their sophomore year, 40 percent had had one or more lovers and 9 percent gave no conclusive information.

One student characterized the sexual ethic at her college as this: “It is generally assumed that women [here] will have some sexual experi-

explain their failure by chastity [which was the norm], and are apt to experience some sense of inadequacy or rejection.” Often they attempt to deflect these feelings back to women. Still, the women Ms. Komarovsky interviewed were more likely to reject casual sex and attempt to build friendly relationships with men before engaging in sex.

Male students exert one type of pressure, but sometimes peer pressure played a role as well. “Most people won’t jump on someone whose reasons are religious,” remarked a student in “Women in College.” “But if a woman expressed just a moral compunction, then other women will most likely argue and attempt to convince her that sexual relations with a boyfriend are not immoral.

“The variation of sexual norms confront(s) the individual with moral choices,” Ms. Komarovsky writes. “Those fully integrated into a group of like-minded friends enjoyed the security of . . . a consensus.” However, notes the author, this did not always solve problems if a person had friends outside the peer group with different attitudes. “For some,” she says, “this confusion created a tormenting problem of choice. Even the degree of sanctioned communication about sex varied enough to generate stress.”

During a discussion with a group of students from this campus, one Agnes Scott student echoed that sentiment. “When I came here, I expected it to be a lot more closemouthed than it is about sex. You walk down the hallway, you can hear people talk — talk loudly. Not necessarily about their [experiences] but about the sexual issue in general. Nobody’s concerned about whether you hear or not. It’s a funny issue, I guess, and a lot of people laugh and they like to talk about it.” Her discomfort was clearly evident as she continued to explain her disapproval. “I’m from a small southern town. If sexual things go on, they stick out of the rug. In high school, we had maybe one or two girls who were known to be sexually active.”



♥
Silent screen stars
Greta Garbo and John
Gilbert in “The
Flesh and the
Devil.” (1927) The
film predates the
Motion Picture
Production Code by
7 years. Steamy
clinchers like this
would become all
but extinct under
the code.

marriage. Others, realizing that women are getting married later in life, may prefer not to wait until the ultimate commitment. Deciding whether or not to have sex is not like choosing a party dress. It takes lots of reflection and thought about what life may hold further down the line. “I don’t have premarital sex and I haven’t made the decision that I’m going to wait until I get married,” says one Agnes Scott junior.

She thinks people should make their own choice based on their maturity and what they think is right for them. “When I get around people perhaps they might feel guilty because they have sex when they find out I don’t. But I think what bothers me most is people of whatever kind condemning the other. I know in high school, I was a lot more that

ence in their four years of college. Ideally, what is desired is a relationship based on friendship and love, though not necessarily involving a commitment to marriage. One-night stands and sleeping around are disapproved [of], as are the sleazy teasers who are out to collect men.”

“By and large, having a boyfriend bestows prestige,” says another interviewee. “When you are sleeping with someone, it does give you a slight edge. You are somehow considered a little tougher, a little better.”

Most students Ms. Komarovsky interviewed expressed annoyance about the pressure for casual sex. Most young men, spurred on by the promise of “easier” sex and a relaxed social climate, are confused when women don’t share their attitudes. “They cannot as easily as in the past



Instead, witty, sophisticated comedy such as that honed to an art by Tracy and Hepburn in the '30s and '40s became the norm. As for melodrama, all bad guys (and girls) got their comeuppance in the end.

Other students may feel that their more experienced peers are the best source of information regarding sex. Mary Lu Christiansen, a certified nurse-practitioner who attends to students at the College's health clinic, admits it is sometimes an uphill battle for them to gain students' trust. "Maybe one of the fears is that everybody is going to assume that you're sexually active [if you ask about sex]," she says. "The value judgments that their parents and teachers instill might make them assume that anyone over college age won't understand."

"I'm close to my mother," says one Agnes Scott student. "But her attitudes and belief systems are so different from mine. She was reared in a small town in Mississippi. Pre-marital sex, my mother?" the student asks rhetorically.

Says another, "My parents have a different attitude about my brothers having sex than about me having sex. They realize when they say it that it sounds stupid, but it's still there. [Parents] are not teaching sons that they need to be responsible. It's still the woman's burden. Women are whores if they sleep around, men are masculine." For more than a few, parents can be a source of misinformation regarding sex. Some stories are funny, others painfully dramatize how little people continue to know about sex.

"My grandmother told my mother that she came out of the Sears catalog," said one student, laughing.

Another related how her mother explained menstruation. "She told me, 'You release this egg and the reason it hurts is that it's coming down this little tube and it's so tight that when it gets down the tube, if there's not a sperm right there — waiting for it — the egg bursts open and blood comes out.'"

Such tales cry out for the need for education. At Agnes Scott, students are free to ask for as much information as they desire. "I don't think young women can make an intelligent, rational choice unless they have all the information available," says Mary Lu Christiansen. "Our number one responsibility is education."

Some students are very knowledgeable about sex when they arrive at college, others know little. "I think we have a very normal population here. Both ends of the spectrum and everything in between," says Ms. Christiansen. Higher education

allows — even encourages — the individual to seek information on her own. But some people might ask: can we afford to wait until a person gets to college to line up their p's and q's about sex?

Part of the problem is that the country can't quite agree when and if sex should be discussed in public school systems. "Human sexuality is a moral issue in every society," Harvard Psychology Professor Jerome Kagan told Time magazine. "But while some societies have a consensus on sex, ours doesn't."

Although surveys show that about 80 percent of Americans favor sex education in public schools, Mary Lee Tatum, a sex-education consultant, said in the same article, "Under 15 percent of U.S. children get really good sex education. We are only beginning to institute adequate programs."

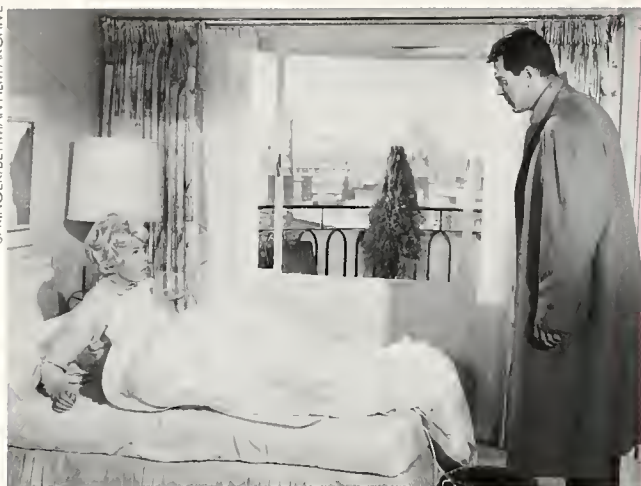
Because of the threat of AIDS, Surgeon General C. Everett Koop controversially proposed teaching about the disease "at the lowest grade possible" in an ongoing sex-education curriculum. He later clarified that grade as three. His proposal came from a now-infamous 36-page report on AIDS requested by the Reagan Administration and released last year. "We warn our children early about the dangerous consequences of playing with matches or crossing the street before checking for traffic," he said upon the report's release. "We have no less a responsibility to guide them in avoiding behaviors that may expose them to AIDS."

CONTINUED



Life magazine wrote in 1940, "U.S. producers, knowing that things banned by the Code can help sell tickets, have been subtly getting around the Code for years." This still of "From Here to Eternity" (1953) attests to that.





For perennial good-girl Doris Day, sex was forever a sticky subject. Here, in a scene from "Pillow Talk" (1959), an irate Rock Hudson barges into her bedroom. The epitome of 1950s virility, Hudson died of AIDS in '85.



attention to the insight that sexuality is crucial to God's design that creatures not dwell in isolation and loneliness but in communion and community."

Becoming fearful to tread

While some may argue that the pendulum is swinging the other way in terms of casual sex, another more chilling and odious signal to the end of sex for sex's sake is Acquired Immune Deficiency Syndrome. AIDS has made sexual freedom the intimate equivalent of a minefield in the '80s—one misstep could end a life.

Unfortunately, administrators realize that the last group to grasp the significance of that fact are college students. Said one UCLA student in Time magazine, "I've been in situations where it's fun and you're at the point where you're so aroused, you're not going to want to stop. You're not thinking five years down the line, you're thinking now." An Agnes Scott junior concurred. Would the threat of AIDS make her think twice before having sex with someone she doesn't know too well? "I think the physical want for sex overrides that," she says. "It could happen to you, but you think you're careful."

The denial and feelings of immortality of youth are what college health officials are attempting to fight on their campuses. Some schools, such as Berkeley, Dartmouth and Rutgers, have passed out safe-sex

Most opponents believe that sex education as taught now is not used to guide students in "avoiding behaviors." What is now considered "value-free" instruction includes information on homosexuality or other alternative lifestyles that rub many parents the wrong way. Secretary of Education William Bennett derisively calls this type of sex-education the "feel-good philosophy"—whatever feels good, do it.

"Sexual behavior is a matter of character and personality we cannot be value-neutral about," Bennett told the National School Boards Association in January. "Neutrality only confuses children, and may lead them to conclusions we wish them to avoid. Sex education courses should teach children sexual restraint as a standard to uphold and follow."

As one grows older, neutrality can turn to ambivalence, which for adults can be just as confusing. Dr. Rogers believes that Christian theology sees sexual sin not only in terms of specific acts, but in terms of how people feel about themselves and their bodies.

"We tend to think of sexual sin as things we do," she says. "But Christian theology, while quite aware that sin expresses itself in acts, sees it as so much deeper than that.

"Sin is the condition of alienation," she explains. Sexual sin can be seen as alienation from oneself. "It's making my body, which is sexual, into an object that's apart from

me. I can use it as a pleasure machine and sex becomes recreational. Or, I can see my body as a threat to the rationality and spirituality that is me and so I repress my body and feel guilty about it.

"Either way," Dr. Rogers concludes, "I'm making my body something different from the real me. This is sin as alienation from the bodily wholeness that God has created." The sexual explicitness and freedom that occurred in the '60s and '70s challenged prior assumptions about human sexuality and its relationship to God. In an article published in The Christian Century, Dr. James B. Nelson, writes, "While the recent sexual revolution often seemed more intent on self-fulfillment through unfettered pleasure than on the quest for intimacy, it did prompt new theological reflection on the spiritual significance of sexual hunger.

"Theology has been giving new



By the late '60s the Production Code had vanished, a victim of the emerging permissiveness of the decade. In 1969, audiences were titillated by Ann Bancroft's seduction of Dustin Hoffman in "The Graduate."



kits to students. At Columbia University the graphic, clinical language of its 30-page pamphlet on safe sex gets the facts across clearly, with "no room for confusion," according to Time magazine.

At Agnes Scott, the health center has pamphlets prominently displayed for students' perusal on topics from AIDS and other sexually-transmitted diseases (STDs) to birth control methods. Shortly before the last term ended, Dr. William Budell, staff physician at Emory University Student Health Center, was invited to speak to the College community about the threat of AIDS. "AIDS and sexually transmitted diseases continue to touch the lives of an ever increasing number of young adults," wrote Director of Student Health Pat Murray in a College-wide memo. "We as a college community must openly and honestly deal with these issues. With this in mind, I encourage you to attend this program."

Health services officials here hope to do even more next year to educate students about the dangers of AIDS and other STDs. "Part of our role as health practitioners is to be their advocate and help them in any part of the health process [including education]," says Mary Lu Christiansen.

Dr. Budell's presentation was met with very straightforward and incisive questions from students about AIDS, for which a cure has not yet been found. "It's not sex that causes AIDS," he told his audience. "It's having sex with someone who has the virus."

The HIV (human immunodeficiency virus) seeks out T-4 lymphocytes — the center of the body's immune defense system. The T-4 coordinates the immune activities of white-blood, antibody producing cells and the like. The T-4's destruction leaves the body unable to cope with very common and otherwise non-lethal infections, according to Dr. Budell. The T-4 is the achilles heel of the human immune system.

The only effective way for people

not to become infected with the virus, which is known to be transmitted only through bodily fluids like blood and semen, is through abstinence or safe sex. Since no one foresees mass abstinence in the near future, colleges hope to educate their students on the importance of choosing sexual partners wisely.

That is proving to be no easy task. "It's hard enough for health educators to teach this age group to teach each other about using contraception," says Jeffrey M. Gould, a member of the American College Health Association's AIDS Task Force, in a recent Chronicle of Higher Education article. "If it's impossible to talk about contraception, how much more impossible to

"A majority of people will find some time in their life the deep intimacy of sexual intercourse, so love carefully is the word for that. Not just because of fear of AIDS — though that's real and valid, but mainly because of the way God has created us.

"I believe God intends for us to use [sexual] union not for fleeting contact . . . but for the kind of union in which you give yourselves to each other in long-term, intimate sharing. The deepest physical intimacy is only part of that larger sharing of all levels of life, that sharing of responsibility and continuing caring over a long lifetime," she says.

Ironically, the spread of AIDS is forcing people to reexamine how



Films like "Love Story" (1970) broke down the last barrier in films. The frank use of four-letter words in Erich Segal's collegiate tear-jerker was novel for its time. Underneath it all, however, the movie was strictly 1940s melodrama.



SPRINGER BETTMAN FILM ARCHIVE

talk about past sexual history?" he asks. Says another health educator in the same article, "We know from working with college students that while they're very bright and very intelligent, they don't know how to translate what they learn about AIDS into the way they live."

"Their ignorance may come in assessing their own risk," says Agnes Scott's Pat Murray. "This is not just a gay men's disease."

Love carefully. "That's a message that is hard to hear in our times," Isabel Rogers told the young women she faced here at Agnes Scott, many just contemplating the intricacies of sex and intimacy for the first time. "It points to a complete reversal of the sexual liberation of the 1960s.

they should become more responsible — to themselves and to their partners. Monogamous relationships are coming back into vogue as AIDS insidiously weaves itself into the fabric of an already knotty sexual landscape. What most health care officials hope is that the process of self-examination does not take too long. Their main concern is that young people start to understand that the very things that make burgeoning adulthood vital and exciting — openness to alternatives and experimentation — may signal the beginning of the end for a new generation of young adults. ◇

Gala inaugurates Centennial Campaign festivities

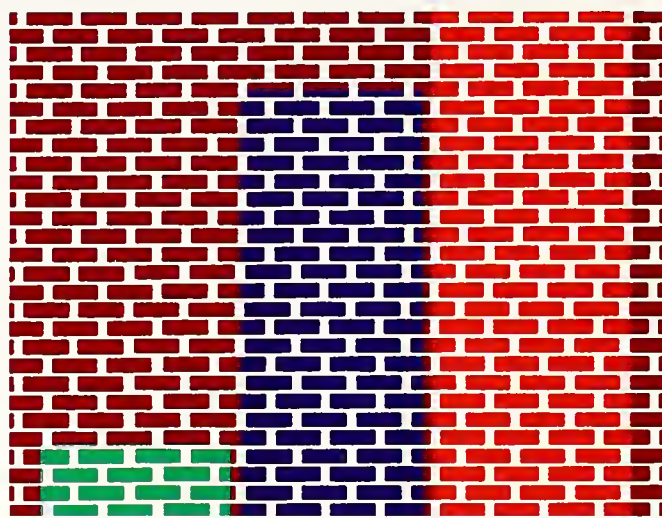
In the weeks leading up to the Centennial Campaign kickoff, the excitement was almost palpable. The kickoff to Agnes Scott's largest fund-raising campaign began with a gala dinner on Sept. 22 at Atlanta's Commerce Club.

The campaign goal is \$35 million. Of this amount, the administration has earmarked \$17.9 million toward the academic program and endowment, \$15 million for campus improvements and \$2.1 million for annual operating funds.

Board of Trustees Chairperson L. L. Gellerstedt, Jr. admits the amount is "ambitious" when the size of Agnes Scott is compared to that of Emory and Georgia Tech and their campaign goals. "But there isn't any question in my mind that we'll make it," he says.

Agnes Scott already boasts one of the largest endowments per pupil in the country. So why the additional funds? "Unlike other small liberal arts institutions who will most likely struggle through 1990 just to maintain the status quo, Agnes Scott is in a principal position — partly because of our endowment and partly because of our heritage as a quality institution — to continue its distinctive role as a college for women in its next century," says President Ruth Schmidt.

The administration hopes that a seven-point academic plan with an emphasis on fine arts, writing, international awareness, physical activities, transmission and formation of values, science education, women's studies, and writing will insure the



\$2.1M Annual Fund \$15M Campus Improvements \$17.9M Academic Endowment

College's distinction. The plan was developed and unanimously endorsed by the faculty last year.

"Our ability to become an even more outstanding institution hinges on raising the money to underwrite these programs," says President Schmidt. "We also want to continue to meet 100 percent of student's financial aid needs in an era in which reductions in federal aid pose a threat." A \$3 million scholarship goal included in campaign planning would make this possible.

Sometime in early 1988, the dust will begin to settle as contractors finish the last of the major campus improvements. The new physical activities building will be completed and two existing buildings, the Bucher Scott Gymnasium and Walters Infirmary will be transformed into the Wallace M. Alston Campus Center. Already finished are the track and field, renovations of Agnes Scott, Inman, Rebekah Scott

and Walters Halls and Evans Dining Hall, and the newly landscaped George and Irene Woodruff Quadrangle, dedicated September 26.

College officials borrowed more than \$18 million to finance these improvements. "We believed it was financially astute to borrow the money rather than waiting to raise funds and allowing buildings to deteriorate further," says the president. "We wanted to offer fine residence halls and facilities to students. Before the renovations, some residence halls were a negative factor in recruiting students, rather than the positive one they are now."

The campaign will move through three stages. The first will concentrate on major gifts, the cornerstone being a \$14 million bequest to the College by George W. Woodruff. Any amount above \$50,000 is considered a major gift.

Primary gifts, in the \$10-49,000 range, follow. And mass canvassing by direct

mail and other means will begin during the summer or fall of 1988. Gifts to the College can come in various forms, including stocks, bonds or gifts-in-kind. Pledges made to the campaign can be paid over a five-year period.

Officials hope that there will be productive fallout from the extensive research and effort being put into the Centennial campaign. "We'd like to establish permanent and solid corporate and foundation support," says Rickard B. Scott, vice president for development and public affairs. "Most important, by such mass canvassing [of alumnae and friends], the College can uncover a whole new network and dimension of volunteers and financial support.

"We can tap the talents and resources of lots of people out there just waiting to be asked," he adds.

The campaign's theme is "keeping the promise." That promise was set down by Agnes Scott's first chair of the board of trustees, Dr. Frank Henry Gaines, during the first year of the institution. He envisioned Agnes Scott possessing "a liberal curriculum fully abreast of the best institutions of this country."

"Our task is to fulfill the promise to women who will live most of their lives in the 21st century," says President Schmidt. "Agnes Scott must provide an education that is appropriate to their needs — just as it has for women of the 19th and 20th centuries."

A successful Centennial campaign will achieve those goals and help insure that Agnes Scott remains a vital and productive institution for years to come.

Fall Annual Fund drive gets underway

The Office of Development plans a big year, says Mary Ann Reeves, the new director of development.

An October phonathon for the Annual Fund will begin the fall calendar and Parent's Day will be November 7.

"Parents are invited to come to Agnes Scott to see what's happening on campus and what their daughters are

doing. They'll have a chance to see new buildings and other changes," says Ms. Reeves.

Campus improvements are part of the Centennial campus being readied for the College's big birthday in 1989. The Annual Fund provides for the day-to-day College operations and although last year was a record one for the fund, it still fell short of the goal. "Obviously, we had hoped for a higher percentage of alumnae giving than 39 percent," says Dr.

Rickard Scott, vice president for development and public affairs. This year the development office hopes to raise \$450,000 from alumnae with 45 percent participation.

"Our number one goal is to add an Annual Fund director," says Ms. Reeves. This person would educate alumnae, friends and parents about the fund — what it is, why it's important. "The Annual Fund is ongoing and important every year," she says. "We want people to be aware of that.

"Any gifts to the Fund will also be credited to the Annual Fund component of the Centennial Campaign," she adds.

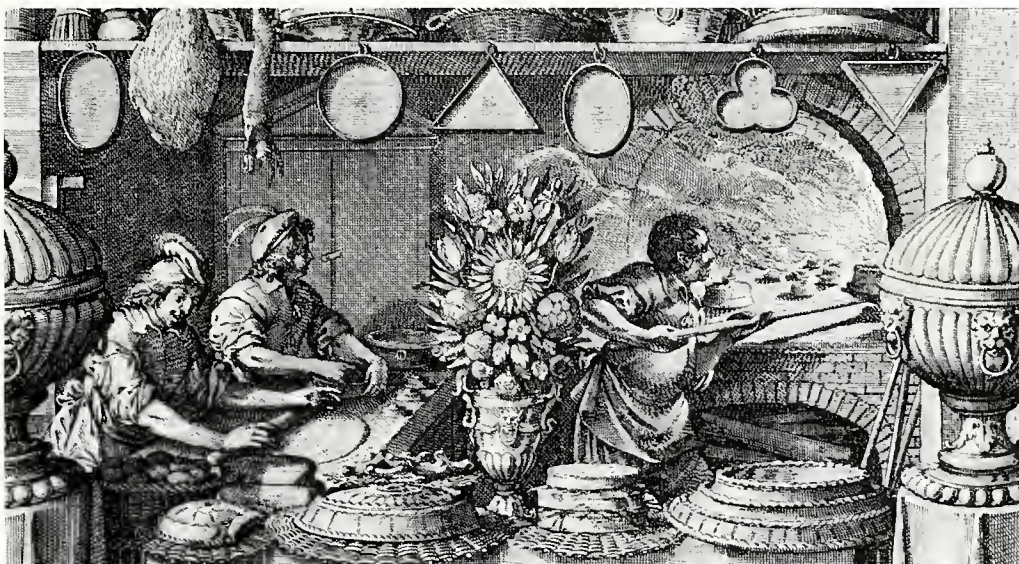
In addition to monetary goals, Ms. Reeves says she hopes to start a newsletter on taxes and financial planning for interested individuals. She also wants to create an investment planning seminar for women in the spring, perhaps in conjunction with the Alumnae Association.

The scramble is on in renovated Evans Dining Hall

Cafeteria style is out. "Modified scrambled" is in. For those who like their eggs over easy without having to wait behind someone who prefers theirs with a side of bacon, the remodeled dining hall will be just the ticket.

Modified scrambled serving areas are designed "so that if you only want a soup and salad, you can go directly to that area, bypass the rest and walk out," explains Vice President for Business and Finance Gerald O. Whittington. Cafeteria style slows the line because diners must walk by every single menu item offered to get what they want.

Mr. Whittington expects initial confusion as students learn where to turn for what, but he believes that in the long run, they'll like it much better. "There were always complaints about slowness around peak times," he says. And "the nature and variety of offerings will be greatly enhanced."



Not only the serving area was spruced up. In the kitchen, gleaming new ranges, freezers and holding bins replace old equipment in place since the 1950s. The vaulted ceiling was lowered and the long pendulum light fixtures — prone to catching dust that could fall in food — were supplanted by brighter fluorescent lighting. A sleek fire-suppression system over the grill area completes the picture.

The facelift also includes

new windows and flooring in the main dining hall. Seating by the windows will be partitioned to provide meeting areas or quiet mealtime conversation. Both the main room and the faculty/staff dining room have new paint. Architects created a presidential dining room from a former cloakroom situated at the front of the building.

The project was delayed a year or two, according to Mr. Whittington, "because there wasn't the time to do it during

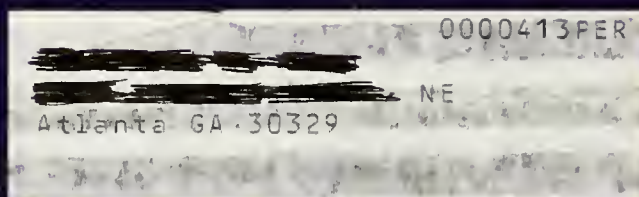
the summer, and we couldn't do it when the students were here." Summer conferences on campus often intervened, but this year the City of Decatur allowed College personnel to use the kitchen facilities at Decatur High School to serve meals to conference participants in Rebekah Hall dining Room.

Jack Bailey and Associates served as architects for the \$600,000 renovation, and Joseph Comacho consulted on the kitchen design.

Agnes Scott College
Decatur, Georgia 30030

Nonprofit Organization
U.S. POSTAGE
PAID
Decatur, GA 30030
Permit No. 469

Who is this woman?
Check out the centerfold
to find out.



FOR REFERENCE

Do Not Take From This Room

IN A LITTLE LESS THAN
100 YEARS, AGNES
SCOTT COLLEGE HAS
EMERGED AS A LEADER
IN EDUCATING WOMEN—
IN THE SOUTH AND
ACROSS THE NATION.

Now, at a time when
many other women's
colleges are abandoning
their original mission,
Agnes Scott holds firmly
to its vision: to educate
women who make a
difference in the world.

The College was
founded on this promise.

So that we may keep
our promise to students
of the future, the College
is undertaking a capital
fundraising effort the
scope of which is unpre-
cedented in its history.

The Centennial Cam-
paign for Agnes Scott
College seeks to raise
\$35 million.

Of that total, \$17.9
million will support pro-
grams in the fine arts,
international studies,
physical activities, trans-
mission and formation
of values, women's
science education, com-
puter technology, the
study of women, writing,
and academic services.

Another \$15 million
will go toward maintain-
ing and updating our
exceptionally lovely

campus: renovating
three residence halls,
landscaping, creating
a new campus center
from existing buildings,
and constructing a new
gymnasium. Finally,
\$2.1 million in annual
fund contributions
will bolster day-to-day
campus operations.

The Centennial
Campaign demonstrates
Agnes Scott's commit-
ment to women who

will live most of their
lives in the 21st century.
Agnes Scott must provide
an education that sup-
ports their talents,
dreams, and ambitions—
just as it has for women
of the 19th and 20th
centuries. That is our
goal. That is our promise.

1889-1989
THE CENTENNIAL
CAMPAIGN FOR
AGNES SCOTT
COLLEGE



IVA LEE HILL BROWN

Over the decades, Agnes Scott graduates have proven their talent, ambition, and a good education can take a woman anywhere.



INGRID HUNT BALCH

As scientists, physicians, engineers, artists, educators, and entrepreneurs, Agnes Scott women lead in their professions.



MAMIE LILY RATLIFF
FINGER

As citizens and volunteers, they have made their communities—around the world—better places.



MARGARET L. McNEILL

For these women, lives of achievement began with belief in themselves, added by a college that took them seriously.



REGINA A. ELIZABETH
BRADLEY

For five generations, the essence of an Agnes Scott education has remained virtually unchanged—its value proven over time.

THE CENTENNIAL CAMPAIGN FOR AGNES SCOTT COLLEGE

